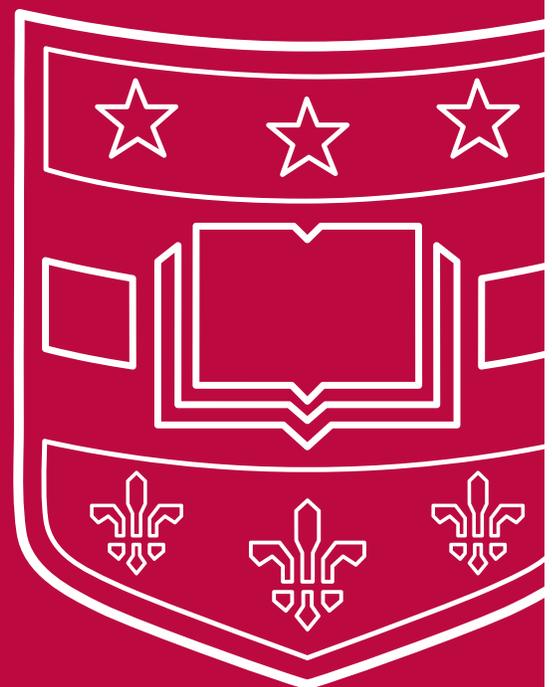


# 2017-18 Bulletin

Undergraduate Catalog

 Washington University in St. Louis



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## About This Bulletin

The *Undergraduate Bulletin* is the catalog of undergraduate courses and degrees of Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, pertinent university policies and faculty for students earning a degree through one of the four undergraduate schools: College of Arts & Sciences; Olin Business School; Sam Fox School of Design & Visual Arts (College of Architecture, College of Art); and School of Engineering & Applied Science.

The *University College Bulletin* is the catalog of University College, the professional and continuing education division of Arts & Sciences at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through University College.

The *2017-18 Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages may be downloaded in PDF format using the "Download This Page as a PDF" option on each page. To download the full PDF, please choose the following:

- Undergraduate Bulletin (PDF: coming soon)
- University College (undergraduate and graduate) (PDF: coming soon)

The degree requirements and policies in the *2017-18 Bulletin* apply to students entering Washington University during the 2017-18 academic year.

Every effort is made to ensure that the information, applicable policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (June 29, 2017). Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

For the most current information about available courses and class scheduling, visit WebSTAC (<https://acadinfo.wustl.edu>). Questions concerning the *Bulletin* may be addressed to [bulletin\\_editor@wustl.edu](mailto:bulletin_editor@wustl.edu).

More information may be found on the following websites:

- College of Arts & Sciences (<http://college.artsci.wustl.edu>)
- Olin Business School (<http://olin.wustl.edu>)
- Sam Fox School of Design & Visual Arts (<http://samfoxschool.wustl.edu>) (Colleges of Architecture and Art)
- School of Engineering & Applied Science (<http://engineering.wustl.edu>)

- University College (<http://ucollege.wustl.edu>)

## University Addresses

### Office of Undergraduate Admissions

South Brookings Hall, Room 135  
Washington University in St. Louis  
CB 1089

One Brookings Drive  
St. Louis, Missouri 63130-4899

Phone: 314-935-6000

Toll-Free: 800-638-0700

Fax: 314-935-4290

Website: <http://admissions.wustl.edu>

Email: [admissions@wustl.edu](mailto:admissions@wustl.edu)

### Student Financial Services

North Brookings Hall, Room 75  
Washington University in St. Louis  
CB 1041

One Brookings Drive  
St. Louis, Missouri 63130-4899

Phone: 314-935-5900

Toll-Free: 888-547-6670

Fax: 314-935-4037

Website: <https://sfs.wustl.edu>

Email: [financial@wustl.edu](mailto:financial@wustl.edu)

### University College

#### Office of Admissions and Student Services

Washington University in St. Louis  
CB 1085

11 N. Jackson Road, Suite 1000  
St. Louis, Missouri 63105-2153

Phone: 314-935-6700

Toll-Free: 866-340-0723

Fax: 314-935-6744

Website: <http://ucollege.wustl.edu>

Email: [ucollege@wustl.edu](mailto:ucollege@wustl.edu)

# About Washington University in St. Louis

## Who We Are Today

Washington University in St. Louis, a medium-sized, independent university, is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 90 programs and almost 1,500 courses leading to bachelor's, master's and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts page (<http://wustl.edu/about/facts>) of our website.

## Enrollment by School

For enrollment information, please visit the University Facts page (<http://wustl.edu/about/facts/#students>) of our website.

## Committed to Our Students: Mission Statement

Washington University's mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University's faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country and the world.

Our goals are:

- to welcome students, faculty and staff from all backgrounds to create an inclusive community that is welcoming, nurturing and intellectually rigorous;
- to foster excellence in our teaching, research, scholarship and service;
- to prepare students with attitudes, skills and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
- to be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.

To this end we intend:

- to judge ourselves by the most exacting standards;
- to attract people of great ability from diverse backgrounds;
- to encourage faculty and students to be bold, independent and creative thinkers;
- to provide an exemplary, respectful and responsive environment for living, teaching, learning and working for present and future generations; and
- to focus on meaningful measurable results for all of our endeavors.

## Trustees & Administration

### Board of Trustees

Please visit the Board of Trustees website (<http://boardoftrustees.wustl.edu>) for more information.

### University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, charter member of the university's Board of Directors, to endow the chancellorship. Soon it was renamed the "Hudson E. Bridge Chancellorship."

Led by the chancellor, the officers of the university administration are detailed on the university website (<http://wustl.edu/about/leadership>).

## Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools, particularly our graduate and professional schools, may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

### Fall Semester 2017

| Date           | Day                | Description         |
|----------------|--------------------|---------------------|
| August 28      | Monday             | Classes begin       |
| September 4    | Monday             | Labor Day holiday   |
| October 14-17  | Saturday-Tuesday   | Fall Break          |
| November 22-26 | Wednesday-Sunday   | Thanksgiving Break  |
| December 8     | Friday             | Last day of classes |
| December 11-13 | Monday-Wednesday   | Reading Days        |
| December 14-20 | Thursday-Wednesday | Final Examinations  |

## Spring Semester 2018

| Date             | Day                | Description                    |
|------------------|--------------------|--------------------------------|
| January 15       | Monday             | Martin Luther King Jr. holiday |
| January 16       | Tuesday            | Classes begin                  |
| March 11-17      | Sunday-Saturday    | Spring Break                   |
| April 27         | Friday             | Last day of classes            |
| April 30 - May 2 | Monday-Wednesday   | Reading Days                   |
| May 3-9          | Thursday-Wednesday | Final Examinations             |
| May 18           | Friday             | Commencement                   |

## Summer Semester 2018

| Date      | Day       | Description                 |
|-----------|-----------|-----------------------------|
| May 21    | Monday    | First Summer Session begins |
| May 28    | Monday    | Memorial Day holiday        |
| July 4    | Wednesday | Independence Day holiday    |
| August 16 | Thursday  | Last Summer Session ends    |

Washington University recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

## Campus Resources

### Student Support Services

**Cornerstone: The Learning Center.** Located on the first floor of Gregg House on the South 40, Cornerstone is the hub of academic support at Washington University. We provide undergraduate students with help in a variety of forms, including course-specific structured study groups and highly trained academic peer mentors who provide support in locations, at times, and in formats that are convenient for students. Other services include workshops and individual consultations on study skills, time management, and note-taking. Cornerstone also offers fee-based graduate and professional school entrance exam preparation courses. Additionally, Cornerstone administers TRiO, a federally-funded program that offers advising, leadership development, financial assistance, and other support to undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. On Sundays and weekday evenings, we offer flexible space where students can study, work on class projects, or relax. Most services are free, and each year, more than 2,000

students participate in one or more of our programs. For more information, visit our website (<http://cornerstone.wustl.edu>) or call 314-935-5970.

**Disability Resources.** Cornerstone is also home to Disability Resources, which assists students with disabilities and students with suspected disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. Disability Resources serves both undergraduate and graduate students enrolled in the schools on the Danforth Campus. Students enrolled as students in the School of Medicine should contact their program director or their program's Student Affairs staff member. Students enrolled in the Division of Biology & Biomedical Sciences (DBBS) are considered graduate students in Arts & Sciences and are served by Disability Resources. Students may visit our website (<http://disability.wustl.edu>) or call Cornerstone at 314-935-5970 for more information.

**Office for International Students and Scholars.** If a student is joining the university from a country other than the United States, this office can assist that individual through its orientation programs, by issuing certificates of eligibility (visa documents), and by offering special services for non-native English speakers in the English Language Programs. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located in the Stix International House at 6470 Forsyth Boulevard and on the Medical School campus in the Mid Campus Center (MCC Building), 4590 Children's Place, Room 2043. For more information, visit our website (<http://oiss.wustl.edu>) or call 314-935-5910.

**Medical Student Support Services.** For information about Medical Student Support Services, please visit the School of Medicine website (<https://medicine.wustl.edu>).

**The Writing Center.** The Writing Center, a free service, offers writing advice to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations, and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work. Appointments are preferred and can be made online (<http://writingcenter.wustl.edu>).

The Writing Center is located in Olin Library on level one.

## Student Health Services, Danforth Campus

Student Health Services (SHS) provides medical and mental health care for undergraduate and graduate students. Student Health Services staff members include licensed professionals in Medical Services, Mental Health Services, and Health Promotion Services. Please visit us in Dardick House on the South 40, or visit our website (<http://shs.wustl.edu>) for more information about each of our services and staff members.

### Hours:

Monday, Tuesday and Thursday 8 a.m.-6 p.m.  
Wednesday 10 a.m.-6 p.m.  
Friday 8 a.m.-5 p.m.  
Saturday 9 a.m.-1 p.m.

A nurse answer line is available to answer any medical questions a student may have when SHS is closed. For after-hours care, please call: 314-935-6666.

**Medical Services** staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, and nutrition, physical therapy, travel medicine and women's health services. Student Health Services' providers are considered in-network and are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate community specialist. Student Health Services accepts most health insurance plans and will be able to bill the plan according to plan benefits when care is accessed at SHS. The student health insurance plan requires a referral any time care is not provided at SHS. Call 314-935-6666 or visit our website (<http://shs.wustl.edu>) to schedule an appointment for medical care, including allergy injections prescribed by your allergist, health consultations, for HIV or other STD testing, or for immunizations.

Appointments also are available for assessment, treatment and referral for students who are struggling with substance abuse.

The SHS pharmacy is available to all Washington University students and their dependents who participate in the student health insurance plan. The pharmacy accepts most prescription insurance plans; please check with the pharmacist to see if your prescription plan is accepted at the pharmacy.

The SHS lab provides full laboratory services. Approximately 20 tests can be performed in the SHS lab. The remainder of all testing that is ordered by SHS is completed by LabCorp. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. The SHS lab can collect any test ordered by our providers.

All incoming students must provide proof of immunization for two measles, mumps, rubella vaccines after the age of one year old. (A titer may be provided in lieu of the immunizations.) Meningococcal vaccine proof is required for all incoming

undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries. This list of countries may be found on our website. We suggest all students also have Tetanus Diphtheria immunization within the past five years, Hepatitis A vaccine series, Hepatitis B vaccine series and Varicella vaccine. Medical History Forms are available online (<http://shs.wustl.edu>). Failure to complete the required forms will delay registration and will prevent entrance into housing assignment. Please visit our website (<http://shs.wustl.edu>) for complete information about requirements and deadlines.

**Mental Health Services** staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Although some concerns are more frequent than others, students' experiences are as varied as the students themselves. Staff members help each person figure out their own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus counseling. Call 314-935-6666 or visit our website (<http://shs.wustl.edu>) to schedule an appointment.

**Health Promotion Services** staff members provide information and resources on issues of interest to Washington University students including alcohol and other drugs, weight and body image, sexual health, sleep and stress; customize professional health education programs for groups; and work with groups of students dedicated to educating their peers about healthy decision making. Call 314-935-7139 for more information.

## Important Information About Health Insurance, Danforth Campus

Washington University has a student health fee designed to improve the health and wellness of the entire Washington University community. This fee supports health and wellness services and programs on campus. In addition, all full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage if there is proof of existing comprehensive insurance coverage. Information concerning opting out of the student health insurance plan can be found online (<http://shs.wustl.edu>) after June 1 of each year. Student Health Services does provide billing services to many of the major insurance companies in the United States. Specific fees and co-pays apply to students using Medical Services and Mental Health Services; these fees may be billable to your insurance plan. More information is available on our website (<http://shs.wustl.edu>).

## Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student Health Services page (<http://shs.wustl.edu>).

[bulletin.wustl.edu/medicine/departments/student-health](http://bulletin.wustl.edu/medicine/departments/student-health)) of the medical school *Bulletin*.

## Campus Security

The Washington University campus is among the most attractive in the nation and enjoys a safe, relaxed atmosphere. Your personal safety and the security of your property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, use of closed circuit television, card access, good lighting, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed, alert campus community. Washington University has developed several programs to help make your experience here a safe and secure one. An extensive network of emergency telephones, including more than 200 "blue light" telephones, is connected directly to the University Police Department and can alert the police to your exact location. In addition to the regular shuttle service, an evening walking escort service or mobile Campus Circulator is available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of The Loop and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from both the Mallinckrodt Center and the Brookings Drive steps and takes passengers directly to the front doors of their buildings. Shuttle drivers then will wait and watch to make sure passengers get into their buildings safely.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The Police Department offers a variety of crime prevention programs including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes for women and men, property inventory services and security surveys. For more information on these programs, check out the Washington University Police Department website (<http://police.wustl.edu>).

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes online (<http://police.wustl.edu/clerylogsandreports/Pages/default.aspx>) an annual report, *Safety & Security: Guide for Students, Faculty, and Staff & Annual Campus Security and Fire Safety Reports*, which is available to all current and prospective students on the Danforth Campus and university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Security page (<https://facilities.med.wustl.edu/security>) of the Washington University Operations & Facility Management Department.

## University Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website (<http://registrar.wustl.edu>) and on the university's Compliance and Policies page (<http://wustl.edu/policies>). Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

## Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

## Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and violates university policy and will not be tolerated. In some circumstances such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment (<http://hr.wustl.edu/policies/Pages/DiscriminationAndHarassment.aspx>) is available on the Human Resources website.

## Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact:

#### **Discrimination and Harassment Response Coordinators**

Apryle Cotton, Asst. Vice Chancellor for Human Resources  
Section 504 Coordinator  
Phone: 314-362-6774  
Email: [apryle.cotton@wustl.edu](mailto:apryle.cotton@wustl.edu)

Leanne Stewart, Employee Relations Manager  
Phone: 314-362-8278  
Email: [leannerstewart@wustl.edu](mailto:leannerstewart@wustl.edu)

#### **Title IX Coordinator**

Jessica Kennedy, Director of Title IX Office  
Title IX Coordinator  
Phone: 314-935-3118  
Email: [jwkennedy@wustl.edu](mailto:jwkennedy@wustl.edu)

You may also submit inquiries or a complaint regarding civil rights to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100 or by visiting the U.S. Department of Education website (<http://ed.gov>) or calling 800-421-3481.

## **Student Health**

### **Drug and Alcohol Policy**

Washington University is committed to maintaining a safe and healthful environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy (<http://hr.wustl.edu/policies/Pages/DrugandAlcoholPolicy.aspx>) or Alcohol Service Policy (<http://pages.wustl.edu/prograds/alcohol-service-policy>) will be handled according to existing policies and procedures concerning the conduct of faculty, staff and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

### **Tobacco-Free Policy**

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete tobacco-free policy (<http://hr.wustl.edu/policies/Pages/tobaccofreepolicy.aspx>) is available on the Human Resources website.

### **Medical Examinations**

Entering students must provide medical information to Student Health Services. This will include completion of a health history

and a record of all current immunizations. The university strongly recommends appropriate vaccination for meningococcal disease.

If students fail to comply with these requirements prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at Student Health Services, if there is no evidence of immunity. They will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

If students are unimmunized, they may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the Student Health Services (<http://shs.wustl.edu>) website. All students who have completed the registration process should access the website and create a student profile by using their WUSTL key. Creating a student profile enables a student to securely access the medical history form. Fill out the form and follow the instructions for transmitting it to Student Health Services. Student information is treated securely and confidentially.

## **Student Conduct**

The University Student Conduct Code sets forth community standards and expectations for Washington University students. These community standards and expectations are intended to foster an environment conducive to learning and inquiry. Freedom of thought and expression is essential to the university's academic mission.

Disciplinary proceedings are meant to be informal, fair and expeditious. Charges of non-serious misconduct are generally heard by the student conduct officer. With limited exceptions, serious or repeated allegations are heard by the campuswide University Student Conduct Board or the University Sexual Assault Investigative Board where applicable.

Complaints against students that include allegations of sexual assault or certain complaints that include allegations of sexual harassment in violation of the University Student Conduct Code are governed by the procedures found in the University Sexual Assault Investigative Board Policy (<https://wustl.edu/about/compliance-policies/governance/usaib-procedures-complaints-sexual-assault-filed-students>), which is available online or in hard copy from the Title IX coordinator or the director of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the University Student Conduct Code.

For a complete copy of the University Student Conduct Code (<https://wustl.edu/about/compliance-policies/academic-policies>), visit the university website.

## Undergraduate Student Academic Integrity Policy

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

### Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students are governed by policies in each graduate school or division. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

- To clarify the university's expectations with regard to undergraduate students' academic behavior, and
- To provide specific examples of dishonest conduct. The examples are only illustrative, *not* exhaustive.

### Violations of This Policy Include, but Are Not Limited To:

#### 1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgment. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

#### 2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty.

#### 3. Copying or Collaborating on Assignments without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment, and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy or paraphrase the results of another person's work and represent that work as one's own, regardless of the circumstances.
- Refer to, study from or copy archival files (e.g., old tests, homework, solutions manuals or backfiles) that were not approved by the instructor.
- Copy another's work, or permit another student to copy one's work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

#### 4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers or reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set or class assignment being submitted for a re-grade.
- Altering, omitting or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying

data in a write-up; and providing data to another student to submit as one's own.

## 5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than one's own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or the assistant to the instructor for guidance.

## Reporting Misconduct

### Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity officer in their school or college in a timely manner so that the incident may be handled fairly and consistently across schools and departments. Assistants to the instructor are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic dishonesty in their courses.

### Student Responsibility

If a student observes others violating this policy, the student is strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity officer of the school or college that offers the course in question, or to address the student(s) directly.

## Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resource Center, if applicable.

## Procedure

### Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed, not the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

### Administrative Procedures

Individual undergraduate colleges and schools may design specific procedures to resolve allegations of academic misconduct by students in courses offered by that school, so long as the procedures are consistent with this policy and with the University Student Conduct Code.

## Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, assistant to instructor, academic integrity officer or student, is entitled to:

- Review the written evidence in support of the charge.
- Ask any questions.
- Offer an explanation as to what occurred.
- Present any material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge without reference to any past record of misconduct.

When responding to a charge of academic misconduct, a student may:

- Deny the charges and request a hearing in front of the appropriate academic integrity officer or committee.
- Admit the charges and request a hearing to determine sanction(s).
- Admit the charges and accept the imposition of sanctions without a hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.

- Provide truthful information regarding the charges. It is a University Student Conduct Code violation to provide false information to the university or anyone acting on its behalf.

## Sanctions

### If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the transcript.

### If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found to have acted dishonestly, or if a student has admitted to the charges prior to a hearing, the school's academic integrity officer or committee may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- In cases serious enough to warrant suspension or expulsion from the university, refer the matter to the University Student Conduct Board for consideration.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

Withdrawing from the course will not prevent the academic integrity officer or hearing panel from adjudicating the case, imposing sanctions or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file.

## Appeals

If a student believes the academic integrity officer or the committee did not conduct a fair hearing, or if a student believes the sanction imposed for misconduct is excessive, they may appeal to the University Student Conduct Board within 14 days of the original decision. Appeals are governed by Section VII C of the University Student Conduct Code.

## Records

### Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity officer in each school to keep accurate, confidential records concerning academic integrity violations. When a student has been found to have acted dishonestly, a letter summarizing the allegation, the outcome and the sanction shall be placed in the student's official file in the office of the school or college in which the student is enrolled.

Additionally, each school's academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the director of Student Conduct and Community Standards, who shall maintain a record of each incident.

### Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held by an academic integrity officer, a committee, or the Office of Student Conduct and Community Standards, the person in charge of administering the hearing shall query the Office of Student Conduct and Community Standards about the student(s) accused of misconduct. The director shall provide any information in the records concerning that student to the integrity officer. Such information will be used in determining sanctions *only* if the student is found to have acted dishonestly in the present case. Evidence of past misconduct may not be used to resolve the issue of whether a student has acted dishonestly in a subsequent case.

### Reports to Faculty and Student Body

School and college academic integrity officers are encouraged to make periodic (at least annual) reports to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

## Graduate Student Academic Integrity Policies

For graduate student academic integrity policies, please refer to each individual graduate school.

### Statement of Intent to Graduate

Students are required to file an Intent to Graduate at WebSTAC (<https://acadinfo.wustl.edu>) prior to the semester in which they intend to graduate. Additional information is available in the dean's offices of each school and in the Office of the University Registrar (<http://registrar.wustl.edu>).

## Student Academic Records and Transcripts

The Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — provides current and former students of the university with specific rights of access to and control over their student record information. In compliance with the statute, appropriate federal regulations and guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers, the university has adopted procedures that implement these rights.

A copy of the university policies regarding educational records and the release of student record information is available from the Office of the University Registrar (<http://registrar.wustl.edu>) and the university website (<http://www.wustl.edu>).

Transcript requests may be submitted to the Office of the University Registrar through WebSTAC. Instructions and additional information are available on the University Registrar website (<http://registrar.wustl.edu>).

## University Affiliations

Washington University is accredited by the Higher Learning Commission (<https://www.hlcommission.org>) (800-621-7440). Washington University is a member of the Association of American Universities, the American Council on Education, the College Board, and the Independent Colleges and Universities of Missouri.

The College of Arts & Sciences is a member of the Center for Academic Integrity and the American Association of College Registrars.

The College of Architecture was one of the eight founding members of the Association of Collegiate Schools of Architecture (ACSA) in 1912.

The Graduate School is a founding member of both the Association of Graduate Schools and the Council of Graduate Schools.

The Graduate School of Architecture & Urban Design's Master of Architecture degree is accredited by the National Architectural Accreditation Board (NAAB).

The Sam Fox School of Visual Arts & Design (Art) is a founding member of, and is accredited by, the National Association of Schools of Art and Design (NASAD).

The Olin Business School is a charter member of the Association to Advance Collegiate Schools of Business International (1921) (AACSB).

In the School of Engineering & Applied Science, many of the professional degrees are accredited by the Engineering Accreditation Commission of ABET (<http://abet.org>).

University College is a member of the University Professional and Continuing Education Association, the North American Association of Summer Sessions, the Association of University Summer Sessions and the Center for Academic Integrity. Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The School of Law is accredited by the American Bar Association. The School of Law is a member of the Association of American Law Schools, the American Society of Comparative Law, the Clinical Legal Education Association, the Southeastern Association of Law Schools, the Central Law Schools Association, the Mid-America Law Library Consortium, the American Association of Law Libraries, and the American Society of International Law.

The School of Medicine is a member of the Liaison Committee on Medical Education.

The Brown School at Washington University is accredited by the Council on Social Work Education and the Council on Education for Public Health.

The University Libraries are a member of the Association of Research Libraries.

The Mildred Lane Kemper Art Museum is nationally accredited by the American Alliance of Museums.

# Undergraduate Study

## Class Size

Nearly three-fourths of Washington University's undergraduate classes range from one to 24 students. We believe smaller classes help students learn more through stimulating group discussion. Many classes may be larger at first, but they generally become smaller as students progress in their chosen fields.

Depending on the department, classes may be smaller or larger.

## Average Class Sizes by Level

| Class Size | L-100 | L-200 | L-300 | L-400 |
|------------|-------|-------|-------|-------|
| 1-10       | 74    | 69    | 121   | 137   |
| 11-24      | 168   | 109   | 196   | 133   |
| 25-39      | 30    | 31    | 39    | 35    |
| 40-64      | 27    | 27    | 55    | 29    |
| 65-100     | 8     | 14    | 23    | 12    |
| 101-200    | 19    | 5     | 7     | 7     |
| Over 200   | 11    | 5     | 1     | 0     |
| Total      | 337   | 260   | 442   | 353   |

## Teaching and Learning at Washington University

*Undergraduate Council November 10, 1999,  
Teaching Subcommittee of the Undergraduate Council,  
Walter Chan and Robert E. Hegel, Co-Chairs.*

*Amended by the Teaching Learning Subcommittee of the  
Undergraduate Council on January 27, 2010, and October 30,  
2015.*

*Amended statements endorsed by the Undergraduate Council  
on February 2, 2010, and November 2, 2015.*

### **All members of the Washington University community share responsibility for creating an atmosphere conducive to learning.**

A collaborative learning environment involves the active participation of both instructors and students in the classroom and in activities outside the classroom. This environment requires:

- best efforts on the part of both faculty and students to enhance the learning experience for the benefit of all persons involved;
- recognizing that everyone present plays an important role; all participants in the learning experience deserve respect for what they contribute; and both faculty and students be sensitive to the importance of the others in this process;
- an atmosphere that embraces multiple identities in the classroom by demonstrating mutual respect for all persons

regardless of political, racial, ethnic, religious, gender, sexual orientation, age, disability, socioeconomic or veteran status.

In response to changing classroom dynamics, we, the Undergraduate Council, make the following recommendations:

### **Expectations and responsibilities of the faculty**

The faculty member is involved in several major roles, including those of teacher, scholar-researcher, and citizen in the university. For the unimpeded performance of these functions, the faculty member is guaranteed academic freedom. At the same time, the faculty member has clear responsibilities to the students and to the institution, particularly in the faculty member's role as teacher. Instructors should provide the basic outlines for the learning experience and provide guidance as appropriate, generally in the form of a handout or easily accessible electronic document. Such guidance should normally involve:

- presenting a syllabus that:
  - identifies the goals of the course and its prerequisites, a schedule of major assignments and examinations, explicit criteria for how student work will be evaluated;
  - articulates ground rules for classroom interaction and consequences for infringement (How much active participation is expected of the student? Is attendance required? Is it acceptable to eat during class? What are the guidelines for collaboration inside and outside of the classroom?);
  - establishes behavior expectations for the class, including respecting every member, listening and engaging;
  - makes clear expectations for technology use during class;
  - includes links to information about inclusion and diversity, bias reporting, accommodations based upon sexual assault and mental health;
- reminding students of, and upholding, the university's standards for academic integrity;
- bringing new perspectives and insights to assigned readings and other text materials;
- conducting classroom and one-on-one interactions in keeping with the university's guidelines on diversity and inclusion;
- regularly meeting and punctuality in starting and dismissing class;
- prompt and responsible grading (including midterms), with evaluative comments and opportunities for students to discuss their grades with the faculty member;
- adherence to the announced office hour schedule and offering as many avenues as possible for contact, including by online venue, telephone or email;

- using appropriate, relevant technology both inside and outside of the classroom to enhance communication between faculty and students;
- uploading course materials and sending emails or other notifications in a timely manner;
- overseeing Teaching Assistants (TAs), including the training of TAs, providing definitions of grading expectations as per the University Code of Conduct, providing detailed rubrics for grading evaluations, case studies and projects, and ensuring a faculty review in the event students contest their grade and petition for regrading, especially to ensure grading uniformity;
- regular communication between two professors or more when they share in the teaching process of a one-semester course, including agreement about responsibilities, assignments given to students, and due dates expected;
- facilitation of and reflection on student evaluations of the faculty member's teaching methods and materials, including midsemester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
- regular communication with students regarding progress in the course, ways to improve, grading structure;
- avoiding prohibitive costs when ordering textbooks and other course materials; making electronic text available;
- adhering to the published final examination schedule to avoid interfering with students' preparation for other classes;
- showing up to all the classes and giving students the full number of contact hours they deserve each semester.

#### ***Expectations and responsibilities of the students***

Students must take responsibility for their own learning. Students also share with the instructor the responsibility for providing an environment conducive to learning. Students should personally:

- actively engage in learning the material and with the process of education, including meeting with the instructor and/or TA when requested to or when necessary;
  - use the course materials, faculty expertise, and expectations for learning to build their own knowledge and skills;
- attend all classes, both lecture and discussion sessions, and participate in class discussions; leave class only for emergencies; use online resources for augmentation and review, not as a substitute for class;
- be punctual in completing assignments;
- behave in the classroom in a manner that demonstrates respect for all students and faculty and follows university guidelines for diversity and inclusion;
- adhere to instructor's expectation for the use of technology during class, including laptops, tablets and phones;

- share responsibility for the flow of information concerning a course by regularly checking the course webpage, online discussion groups and university email;
- be familiar with, and adhere to, matters of academic integrity as identified by their instructors and their school within the university;
- participate in objective and constructive evaluations of the instructor, course content according to the syllabus, and required textbooks/materials to clarify opportunities and strengths that will help the instructor to improve the course in subsequent semesters;
- conform to the ground rules of the course as defined in the syllabus.

#### ***Learning outside the classroom***

Students and instructors should consult at the beginning of the semester about the content and expectations regarding independent study, supervised internships, supervised research, fieldwork, and international learning.

Students and instructors should familiarize themselves with division/department/program policies regarding independent studies and internship opportunities.

#### ***Special student concerns***

Students should take the initiative to inform the faculty of anticipated absences prior to the scheduled event and discuss special arrangements to compensate for missed instruction. Should the absence be emergent or unanticipated, it is the student's responsibility to inform the faculty in a timely manner to minimize disruption of class progression as a whole. Students should recognize that the collective needs of the faculty and other students in a course may outweigh individual priorities. Faculty should be sensitive to individual student needs for special arrangements:

- to accommodate disabilities, illnesses, family emergencies or academic or professional opportunities that interfere with usual class attendance or performance;
- to provide accommodations when students miss class because of religious holidays.

#### ***Responsibilities of the university administration***

For its part, the university administration must:

- continue to provide facilities and ensure adequate classroom and laboratory space that is stocked with sufficient, appropriate equipment;
- give priority to supporting both faculty and students in teaching and learning;
- provide opportunities for professional, student, and leadership development in both teaching and learning;
- be responsive when normal communications between faculty and students break down by providing for a process for discussion and negotiations;

- facilitate communication among various constituents of the university;
- facilitate the flow of visitors to the classroom by providing faculty ample notice.

**Where to get help**

For instructors: The departmental chair or associate chair, the Teaching Center, colleagues, and the relevant dean's office offer very useful advice on teaching techniques, materials and methods.

For students: The instructor, the Teaching Assistants, and Cornerstone: The Learning Center (<http://cornerstone.wustl.edu>) can be counted on for guidance on best learning techniques and practices. The Writing Center (<http://writingcenter.wustl.edu>) can be a very helpful resource for all levels of written assignments from concept identification and document structuring through final paper editing.

Should a student concern occur, the general process of communication and request for assistance, guidance, and problem resolution is to:

1. Raise the concern with the faculty member;
2. if the resolution has not been achieved, raise the concern with the associate chair or department chair;
3. if resolution has not been achieved, raise the concern with the student's adviser(s).

Concerns and/or disagreements that have not been resolved by this process can be addressed to the ombudsperson.

If the student has a concern related to discrimination or harassment, the University Policy on Discrimination and Harassment (<http://hr.wustl.edu/policies/Pages/DiscriminationAndHarassment.aspx>) provides additional information about resources and options.

10/30/2015\*

*\*This document shall be reviewed every five years.*

# Admission Procedures

## First-Year Admission

The admissions committee reviews and assesses each application personally. Admission to Washington University is both selective and competitive. Students who come to Washington University have challenged themselves academically and personally during their high school years and are required to have earned a high school diploma or equivalent. A student's senior-year transcript should show that they continue to take demanding courses. Most applicants take advantage of honors, advanced placement and international baccalaureate courses, if offered by their high schools.

### Most candidates' transcripts include:

- four years of English
- four years of mathematics (Architecture, Business and Engineering strongly recommend calculus.)
- three to four years of history or social science
- three to four years of laboratory science (Engineering strongly recommends chemistry and physics.)
- at least two years of a foreign language
- both chemistry and physics, as well as the most challenging math programs available, for students who plan to do course work in sciences and/or pre-medicine

### Other important parts of a student's application:

- grades and class rank (if the student's school ranks students)
- counselor and teacher recommendations
- essay
- extracurricular and community activities
- standardized test scores (Either SAT or ACT; writing is not required. SAT Subject Tests are not required. Test results from any of the student's high school years are acceptable, though we encourage senior-year testing. We consider only the highest individual scores, whenever they occurred.)

## Applying for Admission

For a student's application file to be complete, we must receive the following materials by the deadline for the decision plan selected:

- Common Application or Coalition Application including Washington University's brief supplemental questions. There is no supplemental essay.
- non-refundable \$75 fee

- All supporting materials, including the personal essay, a teacher recommendation, school report for first-year admission or dean's report for transfer admission, and official transcript.

## Decision Plans

Washington University offers a binding Early Decision option, with a deadline of November 1 and notification by December 15 each year, and Regular Decision, with a deadline of January 2 and notification by April 1 each year.

If Washington University is the student's first choice, we encourage the student to apply under Early Decision. Applying under Early Decision signifies a binding commitment that the student will attend Washington University if admitted. This option requires the applicant to submit a nonrefundable enrollment deposit within two weeks of receiving a letter of admission. If admitted, the student must withdraw other applications. A student may apply only to one school under a binding Early Decision plan.

## Selecting a Division

We encourage students to think about where their interests may lie at the time they apply, in terms of a major and a degree path to pursue, and to select one of the five divisions (architecture, art, arts & sciences, business, engineering) as the primary point of interest. This allows us to ensure proper preparation and to provide effective academic advising from the start to help students realize their goals. Once admitted to a division, a student must spend one full semester in that division before requesting a change to another undergraduate division at Washington University. Students wishing to switch undergraduate divisions after the first semester do so by meeting with their dean's office.

## If English Is Not the Student's Primary Language

Either TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) is required of all international students for whom English is a second language and recommended for U.S. citizens whose second language is English. The tests administered in December of each year will be the last ones accepted for the following admission year.

## Portfolios

In addition to the standard application materials mentioned above, applicants for the College of Architecture are encouraged and applicants for the College of Art are required to submit a portfolio of their work. All College of Art students will be considered for the Conway or Proetz Scholarship in art.

Portfolios should be submitted through SlideRoom and should include 12 to 15 pieces of recent work, which may include drawings, two- and three-dimensional pieces, or photographs. (If submitting an architecture portfolio, please do not include

CAD drawings or examples of drafting skills.) The applicant may include additional information such as the title, medium, dimensions, and date completed.

## Deferred Enrollment

Admitted students, who have submitted the enrollment deposit and wish to begin their studies at a later date, may defer enrollment at Washington University for a period of one year with an option to extend for one additional year. Deferred enrollment is designed for students who wish to travel or work between high school and college. Courses taken during the deferred period normally will not be accepted for credit; the final decision on transferability of credit lies with the dean's office. Deferral should be requested in writing from the Office of Undergraduate Admissions. The Committee on Admissions will review the applicant's case and notify the applicant of its decision. The applicant must reapply for financial assistance during the application cycle immediately preceding the date of desired entry.

Please visit the Admissions website (<http://admissions.wustl.edu>).

## Transfer Admission

Transfer admission to Washington University is selective and competitive. The student should apply as a transfer student if they meet all of the following requirements:

1. The applicant has finished secondary school and completed some college study.
2. The applicant would like to be considered for admission with advanced standing at Washington University.
3. The applicant is interested in enrolling full-time in an undergraduate degree program with a specific academic focus.
4. The applicant has never attended any of Washington University's full-time, degree-granting schools.

Washington University accepts applications for transfer admission in the fall semester. For current application deadlines ([https://admissions.wustl.edu/apply\\_site/Pages/Transfer-Application-Calendar.aspx](https://admissions.wustl.edu/apply_site/Pages/Transfer-Application-Calendar.aspx)), please visit the Admissions website. In any given year, any academic division may have from zero to a small handful of slots available. With this small number of transfer spots open, we recommend the strongest candidates for admission present proof of a high school diploma or equivalent and proof of a high level of academic success at their current institution. Successful applicants present *at least* a B+ average from a two-year or four-year college in courses across a broad academic curriculum. Some of our academic divisions require specific grades in specific courses. For example, students with interests in engineering, business, or the physical or biological sciences must present a strong background in science and mathematics including calculus. In addition, applicants must

have left their current institution and all previous institutions in good standing and be eligible to return.

If an applicant has been away from a formal academic setting for more than two years, we require the applicant to complete at least one year (30 hours) of work at another college or university before submitting an application for transfer admission.

Applicants who are in their first year of college must present at least one completed semester of full-time college work with an application for transfer admission and submit a completed Mid-Semester Progress Report.

Applicants must submit their high school transcripts, the application, official transcripts of all previous college work, standardized test scores (SAT or ACT taken during high school), a Transfer Academic Evaluation, a Transfer Registrar Report, and the nonrefundable \$75 application fee to the Office of Undergraduate Admissions. For admissions information, please visit the Admissions website (<http://admissions.wustl.edu>).

Applicants who wish to be considered for financial assistance must file the Financial Aid Profile or Washington University's Family Financial Profile (FFP) on the Student Financial Services website (<https://sfs.wustl.edu/pages/family-financial-profile.aspx>). Detailed information on financial support (p. 30) can be found in this *Bulletin*.

Transfer admission information for individual schools is listed as follows.

## Transferring into Arts & Sciences

Each year a number of students from other colleges and universities transfer into the College of Arts & Sciences. Upon their admission the transfer student adviser reviews and evaluates their previous academic work. Full credit is normally granted for courses taken at accredited institutions provided that the university offers comparable courses and the student has completed the courses with a grade of C or better (**please note: online course work does not transfer**). In addition, transfer credit may be counted where applicable and upon approval toward major or minor requirements. Transfer students must be enrolled for at least four consecutive full-time semesters to satisfy the residency requirement. They must complete a minimum number of units at Washington University, and a minimum number of units in the College of Arts & Sciences, according to the table found under the heading "Transfer Students" on the Arts & Sciences Degree Requirements (p. 886) page of the Arts & Sciences section of this *Bulletin*.

All transfer students are assigned an academic adviser. When they declare a major, they also meet with an adviser in the major department. The full range of curricular opportunities offered through the college is open to transfer students when prerequisites are satisfied. An applicant should direct specific questions about transfer credit and course sequences at Washington University to the College of Arts & Sciences.

## Transferring into Architecture

Places for transfer students are extremely limited and require strong performance in an arts and sciences curriculum, and preferably preparation in the visual arts. Placement into the design studio sequence is determined by portfolio review. To assist in appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting. The applicant's previous work should parallel as closely as possible the course work outlined on the Architecture Degree Requirements (p. 70) page.

Transfer applicants to the College of Architecture are **required** to submit a portfolio consisting of 12 to 15 pieces of recent work for review by the faculty through the SlideRoom function of the Common Application. This should include examples of work that indicate the applicant's technical and conceptual level of accomplishment. Some drawing should be from direct observation. If possible, submit examples of work in different media to demonstrate a range of art and design experiences.

## Transferring into Art

The number of studio art credits a transfer applicant has already earned, combined with an evaluation of the applicant's portfolio, determines the level at which the student is admitted. As much as possible, the studio art courses taken at other institutions should correspond to the program at Washington University as outlined on the Art Degree Requirements (p. 131) page. To assist in appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting.

Transfer applicants to the College of Art are **required** to submit a portfolio through the SlideRoom function of the Common Application for faculty review. The portfolio should consist of 12 to 15 pieces of recent work, showing a variety of art experiences, including drawings, work utilizing design principles, and some work in color. Include examples of work from basic drawing and design classes that indicate the applicant's technical and conceptual level of accomplishment — some drawing should be from direct observation. If possible, submit examples of work in different media to demonstrate a range of art and design experiences. If applying to the second- or third-year level, some of the work should be in the area of the applicant's intended major.

## Transferring into Business

The Olin Business School offers transfer enrollment in the fall semester. The strongest candidates for admission present a strong academic performance from a two-year or four-year college that mirrors most of our academic requirements for our students at the freshman and sophomore levels. For a sophomore transfer candidate, this would include Calculus II at the college level. For a junior-level transfer candidate, this also would include financial accounting, microeconomics and perhaps

macroeconomics and managerial accounting. All transfers to the Olin School must have completed an equivalent to Calculus II at the college level. Students who are admitted to the Olin Business School should expect a written course evaluation from the transfer student adviser within two weeks of receiving their acceptance letter, indicating which courses will be accepted by the Olin School. A maximum of 60 credits will be accepted toward our undergraduate degree. Students must earn at least a C grade in the course for the units to transfer to Washington University. Courses taken online are not accepted as transfer credit. Grades will not transfer to Washington University.

All transfer students are assigned an academic adviser. Transfer students must be enrolled for at least four consecutive full-time semesters to satisfy the residency requirement.

Please refer to the Degree Requirements (p. 930) for the Bachelor of Science in Business Administration degree.

## Transferring into Engineering

Applicants may apply for admission if they have completed a minimum of one year of college work elsewhere. The transfer applicant must demonstrate academic achievement (grade average of B+ or better) with strength in mathematics (calculus) and science (chemistry/physics). Transfer applicants to the School of Engineering & Applied Science should have completed one semester of an English composition course, two semesters of calculus-based physics, and sufficient calculus (typically three semesters) to be prepared to take differential equations. Applicants interested in biomedical engineering should also have completed at least one semester of chemistry with lab and an introductory biology sequence which includes cellular, molecular and developmental biology and genetics. Applicants interested in chemical engineering should have completed at least one biology course and sufficient chemistry to be ready to take organic chemistry. After completing the application process, an evaluation of the applicant's record will be made to determine the transferability of college credit. Grades earned do not transfer, but the applicant must earn a letter grade of C- or better for the course credit to transfer. Courses taken pass/fail do not transfer.

To be recommended for any bachelor's degree, a transfer applicant must satisfy applicable requirements of the School of Engineering & Applied Science shown under Degree Requirements (p. 1033). Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

## Pre-Matriculation Units

Pre-matriculation units of credit are earned before an applicant's enrollment at Washington University as a first-year student, which can be applied toward a Washington University degree. A maximum of 15 units of pre-matriculation credit may be counted toward any undergraduate degree. These units will count toward graduation but will not meet general education requirements.

Sources for pre-matriculation units of credit include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, course credit earned by proficiency (e.g., back credit), and college credit earned after the student's junior year in high school. Credits earned via the High School Summer Scholars or High School College Access programs through University College are considered to be pre-matriculation units and are subject to the same regulations.

A student in the College of Arts & Sciences may be awarded up to 15 units of credit from all sources — standardized placement tests and college course work — that were completed prior to enrollment as a first-year student at Washington University. The units of credit awarded from these sources do not apply toward the distribution requirements.

A student earning the Bachelor of Science in Business Administration (BSBA) may apply a maximum of 15 pre-matriculation units to the BSBA degree. The units of credit awarded from these sources do not apply toward the distribution requirements. A transcript notation is made of all pre-matriculation units earned before enrollment in Washington University.

A student in the College of Art may apply a maximum of 15 pre-matriculation units to the Bachelor of Fine Arts (BFA) degree. The units of credit awarded from these sources do not apply toward graduation requirements. A transcript notation is made of all pre-matriculation units earned before enrollment in Washington University.

A student should submit official score reports from AP examinations, College Board Achievement and Aptitude Tests, the International Baccalaureate (higher-level scores) and British A-Level examinations. All appropriate test scores will have course equivalents assigned to them and noted on the transcript. However, a maximum of 15 units of credit will be awarded provided credit has not been already designated as the result of college course work having been transferred as well.

Grades for courses taken at another college or university do not transfer. A maximum of 15 units of credit may be awarded for college course work done prior to matriculation provided no other pre-matriculation credits have been awarded. In the College of Arts & Sciences, Olin Business School, and School of Engineering & Applied Science, course work completed at another college or university prior to matriculation must meet the following standards:

1. Enrolled in primarily by matriculated college students
2. Taught by college faculty
3. Taught on a college campus
4. Taken after the junior year in high school
5. The course is not on the high school transcript and did not count toward the high school diploma.

6. The course was taken at a fully accredited college or university.

## Secondary School Course Work

Washington University does not recognize credit for courses taken in high schools and taught by secondary instructors, even when offered under the aegis of a university. The university accepts credit for courses taken at and taught by faculty of a college or university, provided the course has not been credited toward the high school diploma.

The College of Arts & Sciences accepts credit only for college course work taken after the junior year of high school.

## Proficiency and Placement Examinations

Superior results on proficiency and placement examinations allow students to enter advanced courses at the beginning of their college career, to fulfill some requirements for a major or a minor by examination rather than by course work, and to earn credit toward their degree. Students will have all accepted pre-matriculation work noted on their transcript so they may go directly into advanced courses.

Four types of examinations are recognized:

**Washington University Placement Examinations.** These placement examinations are administered by various departments and have different requirements for advanced placement.

**International Baccalaureate.** Students who have earned the International Baccalaureate diploma, or have successfully passed examinations in the program, should consult a dean in their undergraduate division of the university about advanced placement and credit. Scores may be used for placement or granting of degree credit, according to the recommendations of the various departments. Subsidiary-level scores are not recognized.

**British Advanced (A) Levels.** These grades may be used for placement or granting of degree credit, according to the recommendations of the various departments.

**Advanced Placement (AP) Examinations.** These are used for placement, partial fulfillment of major or minor requirements, and the granting of degree credit, according to the recommendations of the various departments. Examinations are given by the College Board in May of each year for secondary school students who have been enrolled in a college-level course in the same subject or subjects of the exam. For the most current policy information, visit the College of Arts & Sciences Advanced Placement webpage ([http://college.artsci.wustl.edu/policies/placement\\_credit/ap](http://college.artsci.wustl.edu/policies/placement_credit/ap)).

Information about these exams may be obtained from the College Board Advanced Placement Examinations, Box 592, Princeton, NJ 08540 or by calling 888-225-5427.

**SAT Subject Tests.** These examinations in modern languages are administered by the College Board. They are required for study in certain languages.

College Level Examination Program (CLEP) scores are not accepted for credit or placement.

## Washington University Placement Examinations (Back Credit)

### East Asian Languages

Credit is typically awarded for completing the following courses with a grade of B- or better. Native speakers are not eligible for back credit, so evidence of secondary or post-secondary study of the language is required.

#### **Chinese**

Chinese 211 = 3 units for Chinese 102D  
Chinese 360 = 3 units for Chinese 102D and 3 units for Chinese 212

#### **Japanese**

Japan 213 = 3 units for Japan 104D  
Japan 412 = 3 units for Japan 104D and 3 units for Japan 214

#### **Korean**

Korean 217 = 3 units for Korean 118D  
Korean 417 = 3 units for Korean 118D and 3 units for Korean 218

### French (L34)

Credit is awarded for the following courses with a grade B or better. Native speakers are not eligible for back credit, so evidence of secondary or post-secondary study of the language is required. No back credit is awarded for 102 or 301.

French 201D = 3 units for French 102D  
French 307D = 3 units for French 201D and 3 units for French 102D  
French 308D = 3 units for French 307D and 3 units for French 201D (credit awarded for placement, completion of the course is not required)

### Germanic Languages and Literatures (L21)

Students receive the following back credit after successfully completing these courses with a grade of B- or better.

German 210D = 3 units for German 102D  
German 301D = 3 units for German 102D and 3 units for German 210D  
German 302D = 3 units for German 102D and 3 units for German 210D

### Greek (L09)

Students may be awarded 6 back credits upon completion of a Greek class at the 300 level or above with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

### Italian (L36)

Credit is awarded for the following courses with a grade B or better. Native speakers are not eligible for back credit, so evidence of secondary or post-secondary study of the language is required. No back credit is awarded for Ital 102 or Ital 301.

Ital 201D = 3 units for Ital 102D  
Ital 307D = 3 units for Ital 201D and 3 units for Ital 102D  
Ital 308D = 3 units for Ital 307D and 3 units for Ital 201D (credit awarded for placement, completion of the course is not required)

### Jewish, Islamic and Near Eastern Languages

Credit is typically awarded for completing the following courses with a grade of B- or better. Native speakers are not eligible for back credit. Evidence of secondary or post-secondary study of the language is required.

#### **Arabic**

Arab 207D = 3 units for Arab 108D  
Arab 307D = 3 units for Arab 108D and 3 units for Arab 208D

#### **Hebrew**

HBRW 213D or HBRW 214D = 3 units for HBRW 106D  
HBRW 320D or 322 = 3 units for HBRW 106D and 3 units for HBRW 214D  
HBRW 384 or 385 = 3 units for HBRW 106D and 3 for HBRW 214D  
HBRW 4010 or HBRW 402 = 3 units for HBRW 214D and 3 units for HBRW 322D

#### **Hindi**

Hindi 201 = 3 units for Hindi 111D  
Hindi 301 = 3 units for Hindi 111D and 3 units for Hindi 201

### Latin (L10)

Students may be awarded 3 units of credit for Latin 101 and 3 units of credit for Latin 102 upon completion of a Latin class at the 300 level or above with a grade of B or better. Placement in the appropriate course is determined by examination.

### Mathematics (L24)

If students complete one of the following courses with a grade of C+ or better at Washington University, then they are eligible for back credit. Credit is not awarded twice for transfer or AP scores.

Math 132 = 3 units for Math 131  
Math 233 = 3 units for Math 131 and 3 units for Math 132  
All Other Courses = no credit

### Russian (L39)

Students can receive back credit for up to 6 credits contingent upon successful completion (B or higher) of the next level.

Russ 404, Russ 405 or Russ 431, Russ 432 = 3 units for Russ 322 and 3 units for Russ 324

Russ 322, 324 = 3 units for Russ 211 and 3 units for Russ 212  
Russ 211, 212 = 3 credits for Russ 102

#### **Spanish (L38)**

Credit is awarded for the following courses with a grade B or better. Native speakers are not eligible for back credit, so evidence of secondary or post-secondary study of the language is required. No back credit is awarded for Span 101 or Span 223.

Span 201E = 3 units for Span 102D

Span 202 = 3 units for Span 201E and 3 units for Span 102D  
Span 307D\* = 3 units for Span 202 and 3 units for Span 201E  
Span 308E = 3 units for Span 307D\* and 3 units for Span 202 (credit awarded for placement, completion of the course is not required)

\*Back credit for Span 307D can only be used for elective credit; it cannot be used toward a Spanish major or minor.

### **International Baccalaureate**

#### **Biology (L41)**

Grade 7, 6: 6 units of credit for Biol 100A (elective credit). Students who plan to major in Biology or who are pre-med normally will enroll in Biol 2960 in the spring of freshman year and Biol 2970 in the fall of sophomore year.

Grade 5, 4, 3, 2, 1: No credit given.

#### **Business/Organization**

No credit given.

#### **Chemistry (L07)**

Those students who receive a 6 or 7 on the IB test in Chemistry will receive 3 units each of Chem 103 and 104. Receipt of these credits has no bearing on fulfillment of chemistry requirements for pre-medicine or any science major and cannot be used to satisfy prerequisites for Organic Chemistry. All students who wish to pursue a major or a pre-professional preparatory curriculum requiring general chemistry must take Chem 111A and Chem 112A and the associated labs, Chem 151 and Chem 152. Students who wish to exempt either the first or second semester of general chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

Grade 7, 6: 6 units of credit: 3 units each of Chem 103 and 104. These units do not replace Chem 111A or Chem 112A. Chem 112A must be completed prior to registration in Chem 261 or Chem 401 or any advanced courses in Chemistry.

Grade 5, 4, 3, 2, 1: No credit given.

#### **Classical Greek (L09)**

No credit awarded. Placement determined by departmental examination. Students who place into Greek 317C may be awarded 6 back credits upon completion of Greek 317C with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

#### **Computer Science (E81)**

No credit given but a student can take the CSE 131 placement exam. Contact the CSE office at 314-935-6160 for more information.

#### **Economics (L11)**

Grade 7: 3 units of undergraduate general degree credit, contingent upon completion of Econ 4011 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are strongly encouraged to consult with the department's academic coordinator. Bypassing Econ 1011 and/or Econ 1021 requires the completion of additional economics elective credit for the major/minor.

Grade 6, 5, 4, 3, 2, 1: No credit given. Not recommended to bypass Econ 1011 or Econ 1021.

#### **English Literature (L14) and Writing (L13)**

Grade 7: 3 units of elective credit (E Comp 0001) contingent upon completing WRIT 100 with a grade of B or better. Please note, no credit is given for Writing or Literature courses.

Grade 6, 5, 4, 3, 2, 1: No credit given.

#### **French (L34)**

No credit awarded. Need to take the departmental placement exam. Students who place into and complete higher-level courses can earn up to 6 units of back credit for preceding courses.

#### **Geography**

No credit awarded.

#### **German A1, German B (Modern Foreign Languages) (L21)**

Students should take the departmental placement exam. Students who place into and complete these courses with a B- or better will receive the following credit:

German 210D = 3 units for German 102D

German 301D = 3 units for German 102D, and 3 units for German 210D

German 302D = 3 units for German 102D, and 3 units for German 210D

#### **Greek (L09)**

Students may be awarded 6 units of back credit upon completion of a Greek L09 course at the 300 level or above with a grade of a B or better. Placement at the appropriate level is determined by departmental examination.

#### **History (L22)**

##### **American History**

No credit awarded.

##### **European History**

No credit awarded.

##### **African History**

No credit awarded.

##### **Islamic World History**

No credit awarded.

##### **South and Southeast Asia History**

No credit awarded.

##### **South Asia and Middle East History**

No credit awarded.

#### **Italian (L36)**

No credit awarded. Need to take the departmental placement exam. Students who place into and complete higher-level courses can earn up to 6 units of back credit for preceding courses.

#### **Latin (L10)**

Students who place into Latin 301 or above may be awarded 6 units of back credit upon completion of the course with a grade of B or better. Placement at the appropriate level is determined by departmental examination.

#### **Mathematics (L24)**

Grade 7, 6: 3 units of credit for Math 131.

Grade 5, 4, 3, 2, 1: No credit awarded.

#### **Music (L27)**

Grade 7, 6: 3 units of elective credit for students who do not major or minor in music.

Grade 5, 4, 3, 2, 1: No credit awarded.

#### **Norwegian**

No credit awarded.

#### **Philosophy (L30)**

Grade 7, 6: 3 units of credit for Phil 125C.

Grade 5, 4, 3, 2, 1: No credit awarded.

#### **Physics (L31)**

Physics HL: Grade 7: 6 units of credit for Physics 113A and 114A.

Grade 6, 5: 3 units of credit for Physics 113A.

Grade 4, 3, 2, 1: No credit awarded.

Physics EE: No credit awarded.

#### **Psychological & Brain Sciences (L33)**

Grade 7, 6: Waives the Psych 100B Introduction to Psychology requirement, but no college credit given.

#### **Social Anthropology (L48)**

Credit is evaluated on an individual basis by the anthropology department.

#### **Spanish (L38)**

No credit awarded. Need to take the departmental placement exam. Students who place into and complete higher-level courses can earn up to 6 units of back credit for preceding courses.

#### **Visual/Studio Arts (F20)**

Grade 7: 3 units of elective credit.

Grade 6, 5, 4, 3, 2, 1: No credit given.

#### **British A-Level**

##### **Accounting (B50)**

Advanced Level grades of A, B, C & D to be awarded 3 units of credit for ACCT 2610.

##### **Arabic (L49)**

Please refer to departmental advanced placement policy (Jewish, Islamic and Near Eastern Languages and Cultures (p. 237)) for more information.

##### **Biology (L41)**

Grades of A or B to be awarded 3 units of credit equivalent to Biol 100A.

##### **Business Studies (B53)**

Advanced Level grades of A, B, C & D to be awarded 3 units of management elective credit (B53 0001).

##### **Chemistry (L07)**

A grade of A to be awarded 3 units each for the following courses: Chem 103 and Chem 104. A grade of B to be awarded 3 units for the following course: Chem 103.

##### **Computer Science (E81)**

No credit given but a student can take the CSE 131 placement exam. Contact the CSE office at 314-935-6160 for more information.

##### **Economics (L11)**

3 units of undergraduate general degree credit for students with a grade (on the A-level exam) of A, contingent upon completion of Econ 4011 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are strongly encouraged to consult with the department's academic coordinator. Bypassing Econ 1011 and/or Econ 1021 requires the completion of additional economics elective credit for the major/minor.

#### **French (L34)**

A grade of A to be awarded 3 units for French 102D and 3 units of French 201D, with 3 additional units to be awarded contingent upon successful completion of a 300-level course (other than conversation). A grade of B to be awarded 3 units upon successful completion of a 300-level course.

#### **German (L21)**

Student should take the departmental placement exam. Students who place into and complete these courses with a B- or better will receive the following credit:

German 210D = 3 units for German 102D

German 301D = 3 units for German 102D, and 3 units for German 210D

German 302D = 3 units for German 102D, and 3 units for German 210D

#### **Greek (L09)**

Students may be awarded 6 units of back credit upon completion of a Greek (L09) course at the 300 level or above with the grade of a B or better. Placement at the appropriate level is determined by departmental examination.

#### **History (L22)**

Grades of A or B to be awarded 3 units of elective credit.

#### **Latin (L10)**

Students who place into Latin 301 or above may be awarded 6 units of back credit upon completion of the course with the grade of a B or better. Placement at the appropriate level is determined by departmental examination.

#### **Mathematics (L24)**

Advanced Level grades of A and B will be awarded 3 units of credit for Math 131 automatically. An Advanced Level grade of C will only receive credit for Math 131 upon successful completion of Math 132 with a grade of C+ or better at Washington University.

#### **Mathematics (Further) (L24)**

Advanced Level grades of A and B will be awarded 6 units of credit for Math 131 and Math 132 automatically. An Advanced Level grade of C will only receive credit for Math 131–132 upon

successful completion of Math 233, with a grade of C+ or better at Washington University (or credit for Math 131 will be given for completion of Math 132). This course essentially covers all the material in Math 131–132 together with some extra physics and probability statistics.

#### **Music (L27)**

A grade of A to be awarded 3 units each for the following courses: Music 121C, Music 122C.

#### **Physics (L31)**

A grade of A on the physics A-level exam will earn 3 units of credit for Physics 113A and 3 units of credit for Physics 114A. A grade of B on the physics A-level exam will earn 3 units of credit for Physics 113A.

#### **Psychological & Brain Sciences (L33)**

A grade of A waives the Psych 100B Introduction to Psychology requirement, but no college credit given.

#### **Spanish (L38)**

Credit is awarded for the following courses with a grade of a B or better. Native speakers are not eligible for back credit, or secondary or post-secondary study of the language is required. No back credit is awarded for Spanish 101 or Span 223.

Span 201E = 3 units for Span 102D

Span 202 = 3 units for Span 201E and 3 units for Span 102D

Span 307D = 3 units for Span 202 and 3 units for Span 201E

Span 308E = 3 units for Span 307D\* and 3 units for Span 202 (credit awarded for placement, completion of the course is not required)

\*Back credit for Spanish 307D can only be used for elective credit; it cannot be used toward a Spanish major or minor.

#### **Writing (L13)**

No credit or placement given.

### **Advanced Placement**

#### **Art History (L01) — Test: AHS**

Grade 5, 4: 3 units of elective credit (Art-Arch 0001) contingent upon the completion of a 300- or 400-level Art History course with a grade of B or better. Students in the Sam Fox School must complete Art-Arch 113.

Grade 3, 2, 1: No credit given.

#### **Biology (L41) — Test: BIO**

Grade 5, 4: 6 units of credit for Biol 100A (elective credit). Students who plan to major in Biology or who are

pre-medicine normally will enroll in Biol 2960 in the spring of freshman year and Biol 2970 in the fall of sophomore year.

Grade 3, 2, 1: No credit given.

**Chemistry (L07) — Test: CHE**

Those students who receive a 5 on the AP test in Chemistry will receive 3 units each of Chem 103 and 104. Those students who receive a 4 receive 3 units of Chem 103. Receipt of these credits has no bearing on fulfillment of chemistry requirements for pre-medicine or any science major and cannot be used to satisfy prerequisites for Organic Chemistry. All students who wish to pursue a major or a pre-professional preparatory curriculum requiring general chemistry must take Chem 111A and Chem 112A and the associated labs, Chem 151 and Chem 152. Students who wish to exempt either the first or second semester of general chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

Grade 5: 6 units of credit: 3 units each of Chem 103 and 104. These units do not replace Chem 111A or 112A. Chem 112A must be completed prior to registration in Chem 261 or Chem 401 or any advanced courses in Chemistry.

Grade 4: 3 units of Chem 103. These units do not replace Chem 111A or 112A.

Grade 3, 2, 1: No credit given.

**Computer Science (E81) — A Test**

Grade 5, 4: 3 units of general elective credit for CSE 131. Students who want to confirm their skills can take the placement exam during Orientation.

Grade 3, 2, 1: No credit or placement given, but a student can take the CSE 131 placement exam and receive "proficiency" credit if a passing score is achieved.

**Computer Science (E81) — AB Test**

Grade 5, 4: 3 units of credit for CSE 131.

Grade 3, 2, 1: No credit or placement given, but a student can take the CSE 131 placement exam and receive "proficiency" credit if a passing score is achieved.

**Economics–Micro (L11) — Test: EMI**

**For students entering Summer 2012 or later:**

Grade 5: 3 units of undergraduate general degree credit, contingent upon completion of Econ 4011 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course having an Econ 1011 prerequisite is permitted; however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing Econ 1011 requires the completion of additional economics elective credit for the major/minor.

Grade 4, 3, 2, 1: No credit given. Not recommended to bypass Econ 1011.

**Economics-Macro (L11) — Test: EMA**

Grade 5: 3 units of undergraduate general degree credit, contingent upon completion of Econ 4021 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course having an Econ 1021 prerequisite is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing Econ 1021 requires the completion of additional economics elective credit for the major/minor.

Grade 4, 3, 2, 1: No credit given. Not recommended to bypass Econ 1021.

**English Literature (L14) and Writing (L13) — Test: ENG**

Grade 5: 3 credits of elective credit (E Comp 0001) contingent upon completing WRIT 100 with a grade of B or better. Please note, no credit is given for writing or literature courses.

Grade 4, 3, 2, 1: No credit given.

**French Language (L34) — Test: LNF**

To receive Advanced Placement credit in French for a score of 3 or 4, the student must complete a 300-level course with a grade of B or better.

Grade 5: 6 units of credit equivalent to French 102D and French 201D. Students may enroll in a 300-level course conducted in the language.

Grade 4: Automatically grants 3 credits for French 102D, and gives another 3 extra credits for French 201D contingent upon satisfactory completion of a 300-level course with a B or better — other than conversation — conducted in the language.

Grade 3: 6 units of credit equivalent to French 102D and French 201D, contingent upon completion of a 300-level course with a grade of B or better — other than conversation — conducted in the language.

Grade 2, 1: No credit given.

**French Literature (L34) — Test: LNF**

To receive Advanced Placement credit in French for a score of 3 or 4, students must complete a 300-level course with a grade of B or better.

Grade 5: 6 units of credit equivalent to French 102D and French 201D. Students may enroll in a 300-level course conducted in the language.

Grade 4: Automatically grants 3 credits for French 102D, and gives another 3 extra credits for French 201D contingent upon satisfactory completion of a 300-level course with a B or better — other than conversation — conducted in the language.

Grade 3: 6 units of credit equivalent to French 102D and French 201D, contingent upon completion of a 300-level course with a grade of B or better — other than conversation — conducted in the language.

Grade 2, 1: No credit given.

**German (L21) — Test: LNG**

Grade 5: 3 units of credit for German 102D and 3 units for German 210D awarded automatically; students may enroll in a 300-level course: German 301D, German 302D, German 313, German 340C (German Literature and the Modern Era and German Tutorial).

Grade 4: 3 units of credit for German 102D awarded automatically; an additional 3 units of credit\* for German 210D awarded upon satisfactory completion of German 301D (B- or better). \*Please note: Students may receive this credit only if they start their language study at the 300 level.

Grade 3: 3 units of credit for German 102D\* and 3 units for German 210D, awarded upon satisfactory completion of German 301D (B- or better). \*Please note: Students may receive this credit only if they start their language study at the 300 level.

Grade 2, 1: No credit given. Should take departmental placement exam.

**History (L22)**

**American History — Test: HSA**

(A grade of 5 on the AP exam can fulfill Introductory course requirements for the history major and minor.) (L22)

Grade 5: 3 units of credit for History 163.

Grade 4: 3 units of elective credit for History 0001.

Grade 3, 2, 1: No credit given.

**European History — Test: HSE** (A grade of 5 on the AP exam can fulfill Introductory course requirements for the history major and minor.) (L22)

Grade 5: 3 units of credit for History 102.

Grade 4: 3 units of elective credit for History 0001.

Grade 3, 2, 1: No credit given.

**World History — Test: HSW** (A grade of 5 on the AP exam can fulfill Introductory course requirements for the history major and minor.) (L22)

Grade 5: 3 units of credit for History 164.

Grade 4: 3 units of elective credit for History 0001.

Grade 3, 2, 1: No credit given.

**Latin (L10) — Test: LNL**

Grade 5, 4: 3 units of credit for Latin 101D and 3 units of credit for Latin 102D upon completion of Latin 301 or higher with

a grade of B or better. Placement at the appropriate level is determined by departmental examination.

Grade 3, 2, 1: No credit or placement given. Placement at the appropriate level is determined by departmental examination.

**Mathematics (L24) — Test: MAB**

The mathematics department gives a placement exam, available online and also during the fall orientation period. We ask that all entering students planning to enroll in a calculus course (except those with an AP score of 4 or 5) take the placement exam. Only an AP score of 5 receives automatic credit.

Grade 5: 3 units of credit for Math 131. The student will be placed into Math 132.

Grade 4: The student will probably be placed into Math 132.

Grade 3: Students with scores of less than 4 should consult with their advisers about placement based on the Math Department Placement Test, SAT scores and high school record. It will be helpful to the adviser if the student brings the title and the author's name of the calculus book used in high school and a photocopy of its table of contents, indicating which chapters were covered.

Grade 2, 1: Students will be placed into Math 131.

**Mathematics (L24) — Test: MBC**

The mathematics department gives a placement exam, available online and also during the fall orientation period. We ask that all entering students planning to enroll in a calculus course (except those with an AP score of 4 or 5) take the placement exam. Only an AP score of 5 receives automatic credit.

Grade 5: 3 units of credit for Math 131 and 3 units of credit for Math 132. The student will be placed into Math 233. \*An AB Subscore of 5 will earn 3 units of credit for Math 131.

Grade 4: The student probably will be placed into Math 233.

Grade 3: Students with scores of less than 4 should consult with their advisers about placement based on the Math Department Placement Test, SAT scores and high school record. It will be helpful to the adviser if the student brings the title and the author's name of the calculus book used in high school and a photocopy of its table of contents, indicating which chapters were covered.

Grade 2, 1: Students will be placed into Math 132.

\*\*Any student entering the Calculus 131–132–233 sequence can receive AP credit for earlier courses in this sequence by successful completion, with a grade of C+ or better at Washington University, of the next course in the sequence. In all cases, this assumes that the student does not already have credit for the preceding courses (for example, by transfer from another college or university).

**Music Literature/Listening (L27) — Test: MUL**

Grade 5: 3 units of elective credit for Music 0001.

Grade 4: 3 units of elective credit for Music 0001.

Grade 3, 2, 1: No credit given.

**Music Theory (L27) — Test: MUT**

Grade 5: 3 units of elective credit for Music 0001.

Grade 4: 3 units of elective credit for Music 0001.

Grade 3, 2, 1: No credit given.

**Physics (L31)**

**Physics 1 Test — Test: P1**

Grade 5: 3 units of elective credit for Physics 113A. This corresponds to the first semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 117A or Physics 197 in the fall semester.

Grade 4, 3, 2, 1: No credit or placement given.

**Physics 2 Test — Test: P2**

Grade 5: 3 units of elective credit for Physics 114A. This corresponds to the second semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 118A or Physics 198 in the spring semester.

Grade 4, 3, 2, 1: No credit or placement given.

**C Test (Mechanics) — Test: PCM**

Grade 5: 4 units of credit for Physics 117A. This corresponds to the first semester in a two-semester, calculus-based introductory physics sequence. Students may enroll in Physics 118A, the second semester of this introductory calculus-based physics sequence, in the spring semester. Physics majors and students interested in an advanced treatment of introductory physics should enroll in Physics 197 or Physics 117A in the fall semester, followed by Physics 198 or Physics 118A in the spring semester. Students may not enroll in Physics 198 without first taking Physics 197.

Grade 4: 3 units of elective credit for Physics 113A. This corresponds to the first semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 117 or Physics 197 in the fall semester.

Grade 3, 2, 1: No credit given.

**C Test (Electricity and Magnetism) — Test: PCE**

Grade 5: 4 units of credit for Physics 118. This corresponds to the second semester in a two-semester, calculus-based introductory physics sequence. Physics majors and students interested in an advanced treatment of introductory physics

should enroll in Physics 197 in the fall semester, followed by Physics 198 in the spring semester.

Grade 4: 3 units of elective credit for Physics 114A. This corresponds to the second semester in a two-semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 117 or Physics 197 in the fall semester.

Grade 3, 2, 1: No credit given.

**Political Science (L32)**

**American Politics — Test: POA**

Grade 5, 4: 3 units of undergraduate credit, contingent upon completion of an advanced course (300-/400-level) in American Politics with a grade of C or better. The credit will not count toward the political science major/minor, but waives the Pol Sci 101B requirement.

Grade 3, 2, 1: No credit given.

**Comparative Politics — Test: POC**

Grade 5, 4: 3 units of undergraduate credit, contingent upon completion of an advanced course (300-/400-level) in Comparative Politics with a grade of C or better. The credit will not count toward the political science major/minor, but waives the Pol Sci 102B requirement.

Grade 3, 2, 1: No credit given.

**Psychological & Brain Sciences (L33)**

Grade 5: Waives the Psych 100B Introduction to Psychology requirement, but no college credit given.

Grade 4, 3, 2, 1: No credit or placement given.

**Spanish Language (L38) — Test: LNS**

All students wishing to enroll in Spanish must take the online placement exam. Class placement is decided solely on the basis of this exam and not by AP scores.

**Spanish Literature (L38) — Test: LNS**

All students wishing to enroll in Spanish must take the online placement exam. Class placement is decided solely on the basis of this exam and not by AP scores.

**Statistics (L24) — Test: STA**

Grade 5: Students with a 5 on the AP Statistics Exam will receive 3 units of credit for Math 2200.

Grade 4, 3, 2, 1: No credit given.

**Studio 2-D Design (F20) — Test: A2D**

Grade 5: 3 units of elective credit for Fine Arts 0001.

Grade 4, 3, 2, 1: No credit given.

**Studio 3-D Design (F20) — Test: A3D**

Grade 5: 3 units of elective credit for Fine Arts 0001.

Grade 4, 3, 2, 1: No credit given.

**Studio Drawing (F20) — Test: DRW**

Grade 5: 3 units of elective credit for Fine Arts 0001.

Grade 4, 3, 2, 1: No credit given.

# Financial Support

Washington University bases most financial assistance on a careful assessment of financial need. The university also offers a limited number of academic scholarships and fellowships based solely on academic merit. Other financing options and innovative plans, such as the university's Partners in Education with Parents (<https://sfs.wustl.edu/newlyadmitted/Pages/PEP.aspx>) and the Installment Payment Plan (<https://sfs.wustl.edu/newlyadmitted/Pages/TuitionPay.aspx>), the monthly payment plan administered by CASHNet, assist students and parents in financing the university's costs.

Eligible Washington University undergraduate students receive need-based financial assistance, which is offered in combinations of scholarships and grants, federal student loans, and part-time on-campus employment.

Applicants' financial circumstances are considered individually in the financial assistance process. In evaluating the extent of each applicant's need, the university considers many factors besides family income, such as the number of people in their family, the number of children in college at the same time, and special financial circumstances. When students apply for need-based financial assistance, they are considered for all types of assistance — grants, federal student loans and part-time employment.

The university strives to make attendance a financial reality for qualified students, even when financial need is great. Information about application procedures may be obtained from Student Financial Services (<https://sfs.wustl.edu>).

**Veterans.** If applicants are seeking benefits from the Veterans Administration, they should contact the Office of the University Registrar (<http://registrar.wustl.edu>).

## Scholarship Funds

Many generous Washington University donors provide scholarship funds to assist financially needy and deserving students. These scholarships are included in financial assistance awards. In addition, merit scholarship funds are available to undergraduates in any school. For scholarship information, please visit the Admissions website (<https://admissions.wustl.edu/financial-aid/#scholarships>).

## Army ROTC Scholarships

High school seniors can apply for four-year Army Reserve Officers' Training Corps (ROTC) scholarships. Current students can apply for three- and two-year scholarships. Students pursuing a graduate or advanced degree can compete for a two-year scholarship. Army ROTC scholarships are awarded based on merit and cover the full amount of tuition and mandatory fees. Army ROTC scholarships also include support for textbook purchases and a monthly allowance during the period the

student is in school on scholarship status. Some students who receive Army ROTC scholarships also receive stipends from the university for room and board. The source of the student's stipend will be the university; federal or state government; or other scholarships, depending on the student's eligibility for assistance. For more information, write to: Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112, or call 314-935-5521, or visit the Washington University Army ROTC website (<http://rotc.wustl.edu>). The Four-Year Scholarship application may be submitted through the Army ROTC National Headquarters website (<http://www.goarmy.com/rotc>).

## Air Force ROTC Scholarships

High school seniors and current students may compete for two-, three- or four-year AFROTC scholarships, which cover up to full tuition at Washington University, plus a stipend and allowance for books. In College Scholarship Program (ICSP) requirements vary year to year and require at least one semester of AFROTC participation prior to application. Extensive information and the electronic application portal can be found on the AFROTC website (<http://www.afrotc.com>). Informational interviews are required of qualified applicants.

Different types of Air Force ROTC merit-based scholarships are available to students studying at Washington University. However, a scholarship is not required to join ROTC or to successfully earn a commission. For scholarship details, contact AFROTC, Gateway Detachment 207 at 314-977-8332 or [afrotc@slu.edu](mailto:afrotc@slu.edu).

## Corporation Awards to Children of Employees

A number of companies have scholarship programs open to children of their employees. Inquiries about such plans should be made through their parents' employer(s).

## Loans

Washington University participates in federal student and parent loan programs. These loans provide reasonable interest rates and long-term repayment schedules.

## Partners in Education with Parents (PEP)

Partners in Education with Parents (PEP) (<https://sfs.wustl.edu/newlyadmitted/Pages/PEP.aspx>) is an innovative multiple-option program financed and operated by Washington University to help parents pay university charges — tuition, student activity fee, room and board.

PEP continues Washington University's commitment to a partnership with the families of our students. This partnership includes a variety of choices to make parents' contributions as affordable as possible. Parents may choose the Multiyear

Option, Prepayment Option, Combination Option or Annual Option.

The PEP Multiyear Option allows families to borrow one initial amount at the start of the entering year to cover all, or part of, all four years of tuition, student activity fee, room and board charges. This option freezes the charges covered by PEP at the entering-year rate, based on the percentage of costs covered by the PEP (participation rate). Families can benefit from the competitive, fixed interest rate and take up to 10 years to repay. There is no penalty for prepayment.

The PEP program also offers the choice to prepay, without borrowing from Washington University, all or part of the tuition, student activity fee, room and board charges for all four undergraduate years at the entering-year rate. This option, the Prepayment Option, assures families that the prepaid portion of college expenses is covered and will not be subject to later increases in university costs.

Parents can also choose the Combination Option, which allows their family to prepay a portion of the charges and borrow the rest from Washington University. This combination works well for parents who may have saved for a portion or most of their student's college expenses and who want to take advantage of the benefit of increasing their participation rate by using PEP to finance the remaining charges.

If the family prefers to borrow for college costs one year at a time, then the PEP Annual Option might be their best choice. Each year they can borrow an amount up to or equal to that year's tuition, student activity fee, room and board charges and take up to 10 years to repay. There is no penalty for prepayment and they can benefit from the competitive fixed interest rate.

Financing under the Multiyear, Combination or Annual Options requires no security or collateral from participants. A prospective participant must have a good credit rating and provide evidence of being able to meet the required monthly payments to be approved for a loan.

More information about Partners in Education with Parents is available from Student Financial Services, Washington University in St. Louis, Campus Box 1041, One Brookings Drive, St. Louis, MO 63130-4899; 314-935-4139 or 800-468-0569, fax 314-935-4037; email: [financial@wustl.edu](mailto:financial@wustl.edu); or visit the website (<https://sfs.wustl.edu/newlyadmitted/Pages/PEP.aspx>).

## Installment Payment Plan (Monthly Payment Plan)

The monthly payment plan, administered by CASHNet, provides for the payment of total annual university charges — tuition, fees, and room and board — in monthly installments. Information about this plan is provided to all admitted students or may be obtained directly from Student Financial Services. For details, visit the Student Financial Services website (<https://>

[sfs.wustl.edu/newlyadmitted/pages/payment-and-financing-options.aspx](https://sfs.wustl.edu/newlyadmitted/pages/payment-and-financing-options.aspx)).

## Federal Work-Study

If students apply for financial assistance, they are considered for the Federal Work-Study program (FWS). FWS employees work an average of 10 to 12 hours a week on campus and typically earn \$2,500 over the course of the academic year.

# Tuition & Fees

## Tuition

Tuition is the major source of income to support the cost of undergraduate education. Most of the remaining cost is generously funded by gifts from the university's alumni and friends and from income from the university's endowment.

In setting the tuition rate, our emphasis is on being able to hire a high-caliber faculty and to offer extensive extracurricular opportunities.

Tuition for the 2017-18 academic year is \$25,325 per semester for full-time study. Full-time study is considered to be 12 to 18 units. If students enroll in more than 21 units per semester, they will pay additional tuition of \$2,110 for each credit unit beyond the 21.

First-year, first-semester students may register over the summer or after arriving on campus in August. For all subsequent semesters, continuing students have the chance to register in April for the fall semester and in November for the spring semester. Students will be billed for tuition in July for the fall semester and in December for the spring semester. Students must pay tuition by the date specified on the bill or they will incur a late fee.

If a student cannot afford to pay the full tuition bill, they should explore the university's extensive financial assistance opportunities, which are described in the Financial Support (p. 30) section of this *Bulletin*.

Many families prefer to pay educational expenses on a monthly basis. The Installment Payment Plan (<https://sfs.wustl.edu/newlyadmitted/Pages/TuitionPay.aspx>) allows students and families to spread all or part of the academic year's expenses over equal monthly payments. The Washington University Partners in Education with Parents (PEP) (<https://sfs.wustl.edu/newlyadmitted/Pages/PEP.aspx>) plan may provide tax savings for some families and offers monthly payment options over a period as long as 10 years at a competitive, fixed-interest rate. The PEP plan is described in the Financial Support (p. 30) section of this *Bulletin*.

A student's family should begin planning for educational costs as soon as possible following the decision to enroll. It is important to allow sufficient time to complete financial arrangements prior to registration.

## Fees

**Student Activities:** The mandatory student activities fee is 1 percent of tuition; for the 2017-18 academic year, it is \$254 per semester. This special fee may vary from year to year. You may obtain information about the fee from the Department of Campus Life (<http://studentaffairs.wustl.edu>).

**Student Health and Wellness:** Washington University has a student health and wellness fee designed to improve the health and wellness of the entire Washington University community. The fee of \$187.50 is billed to the student tuition statement each semester. In addition, to protect the health of our entire community, the university requires all full-time degree-seeking students to have health insurance. Students either must purchase the Washington University Student Health Insurance Plan or prove that they have adequate coverage through another plan. The cost of the Washington University Student Health Insurance Plan, as well as instructions for obtaining a waiver through proof of adequate coverage, will be provided to enrolled students.

**Late Registration:** Students may register for classes through the end of the second week of the semester. If students register after the second week, they must do so in person in the dean's office, and they may be assessed a late registration fee of \$100 per week. A late payment fee and/or a monthly finance charge may also be assessed by the dean's office if payment in full is not made with late registration.

The late registration fee is not applicable to graduate resident and nonresident candidates. Students in University College programs will incur a flat late fee of \$50.

**Returned Checks:** The university assesses a service charge for handling and processing returned checks.

## Enrollment Deposit

First-year students and transfer students are required to pay a deposit upon admission to Washington University. The \$200 enrollment deposit is not credited toward tuition and will be forfeited if the student does not complete one full semester at Washington University. However, after a student graduates, or if a student withdraws for any reason after the first semester, their deposit will be refunded (minus any unpaid bills, such as parking or library fines).

## Withdrawals from the University and Refunds

The College of Arts & Sciences, the Olin Business School, the Sam Fox School of Design & Visual Arts, and the School of Engineering & Applied Science have similar policies on withdrawals and refunds. During the add/drop period, a student may withdraw from all course work via the online registration system or by notifying the dean's office in writing. After the second week of classes, a written request to be withdrawn from courses must be received by the dean's office.

### Tuition Refund Schedule (as of Fall 2010)

Refunds are calculated based on the date the student notifies the university of withdrawal.

If a medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the

university will make a pro rata tuition refund, as of the date of withdrawal when that date occurs prior to the 12th week and the condition is verified by the Student Health Services or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition is determined.

If a Federal Title IV aid recipient withdraws from school before the end of the academic semester, Washington University must refund (send loan funds back to the lender) the unearned (amount of time in the academic semester that the student did not attend) amount of Title IV funds. Unearned Title IV funds will be returned to the Title IV program. Students will be responsible for any disbursed but unearned portion of their Title IV funds.

An example of a typical refund calculation can be obtained from Student Financial Services (<https://sfs.wustl.edu>).

### **Changes in Fees**

The university reserves the right to change the fees stated or to establish additional fees at any time without prior written notice. When fee changes or additions are made, they become effective with the next payment due.

### **Nonpayment of Fees**

Nonpayment of tuition or other charges due the university or otherwise affecting the university will prohibit the student from receiving certain services. Students with outstanding financial obligations to the university will not be allowed to register or to obtain transcripts or official verification of enrollment.

## Majors (all schools)

The following is an alphabetical list of all majors from all undergraduate schools.

- Accounting (p. 907)
- African and African-American Studies (p. 145)
- American Culture Studies (p. 165)
- Ancient Studies (p. 309)
- Anthropology (p. 211)
- Anthropology: Global Health and Environment (p. 211)
- Applied Linguistics (p. 386)
- Applied Science (Chemical Engineering) (p. 1001)
- Applied Science (Electrical Engineering) (p. 976)
- Applied Science (Mechanical Engineering) (p. 1017)
- Applied Science (Systems Science & Engineering) (p. 976)
- Arabic (p. 238)
- Archaeology (p. 242)
- Architecture (p. 40)
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- Art (Painting) (p. 79)
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- Art (Sculpture) (p. 79)
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- Biology: Biochemistry and Molecular Biology (p. 271)
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- Biology: Neuroscience (p. 271)
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- Chemistry (p. 287)
- Chemistry: Biochemistry (p. 287)
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- Computer Science (p. 959)
- Dance (p. 331)
- Development/International Area Studies (p. 594)
- Drama (p. 340)
- Earth and Planetary Sciences: Geochemistry (p. 354)
- Earth and Planetary Sciences: Geology (p. 354)
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- East Asian Studies (p. 365)
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- Educational Studies (p. 386)
- Electrical Engineering (p. 976)
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- English Literature (p. 402)
- English Literature: Creative Writing (p. 402)
- Entrepreneurship (p. 907)
- Environmental Biology (p. 271)
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- Environmental Policy (p. 748)
- Environmental Studies (p. 422)
- Eurasian Studies/International and Area Studies (p. 597)
- European Studies/International and Area Studies (p. 429)
- Fashion Design (p. 79)
- Film and Media Studies (p. 445)
- Finance (p. 907)
- French (p. 464)
- Germanic Languages and Literatures (p. 479)
- Global Cultural Studies/International and Area Studies (p. 599)
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- Individually Designed Major (BS in Engineering) (p. 936)
- Interdisciplinary Project in the Humanities (p. 530)
- International Affairs/International and Area Studies (p. 602)
- International and Area Studies (p. 540)

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Korean Language and Culture (p. 639)

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Linguistics (p. 664)

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Philosophy (p. 709)

Philosophy: Law and Policy (p. 709)

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Philosophy: Research (p. 709)

Philosophy-Neuroscience-Psychology: Cognitive Neuroscience (p. 723)

Philosophy-Neuroscience-Psychology: Language, Cognition and Culture (p. 723)

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Second Major in Financial Engineering (Business (p. 907) or Engineering (p. 976))

Second Major in Systems Science (p. 976)

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Women, Gender, and Sexuality Studies (p. 861)

## Minors (all schools)

The following is an alphabetical list of all minors from all undergraduate schools.

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- African and African-American Studies (p. 146)
- American Culture Studies (p. 166)
- Ancient Studies (p. 310)
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- Applied Linguistics (p. 390)
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- Applied Physics & Electrical Engineering (p. 982)
- Arabic (p. 238)
- Archaeology (p. 243)
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World Music, Dance and Theater (p. 707)  
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# Architecture

## Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts (<http://samfoxschool.wustl.edu>) is a unique collaboration in architecture, art and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu>).

## Architecture

Throughout history, architects have played a leading role in forming the environment and in interpreting the aspirations of societies in all parts of the world. As a practical and useful art, architecture embraces aesthetic, ethical, social and technical responsibilities. Architecture responds to the way people live and, in turn, influences their lives.

Students considering an architectural education and architecture as a potential career express an excitement about design and building, as well as a commitment to the environment. If students plan to study architecture, they should have artistic ability and a good academic base. Personal interests in such areas as drawing, painting, photography, sculpture, building and the environment suggest a possible aptitude for architecture.

Architecture reflects culture; architects must know their culture deeply. To gain an understanding of all aspects of architecture and to develop the attitudes and skills necessary to deal with them, students must have a broad liberal arts education. This base of cultural understanding and critical thinking is combined with a curriculum that focuses intensely on the study of architecture.

Architecture is an absorbing, fascinating profession. Choosing architecture as a professional career requires a major educational commitment at the undergraduate level and to further study in a professional degree program. With a professional degree in architecture, a graduate may choose to work in small or large architectural firms, in academia, in community or governmental organizations, with development teams, and in a variety of related fields.

## Architecture at Washington University

Washington University established the Department of Architecture as part of the School of Engineering and

Architecture in 1902. The School of Architecture became an independent division of the university in 1910.

In 1932, Givens Hall was constructed to house the school as a result of a generous gift in memory of Joseph W. and Kate Abbey Givens. The Art & Architecture Library and the Mildred Lane Kemper Art Museum are in the new Kemper Art Museum building. Steinberg Hall also houses studio and review space.

In 1967, the School of Architecture became one of the first schools in the United States to offer a pioneering six-year joint-degree (Bachelor of Arts and Master of Architecture) program. The 4+2 program now leads to a thorough four-year Bachelor of Science in Architecture degree, followed by two years of graduate study for the accredited professional Master of Architecture degree. In 2005, as part of the formation of the Sam Fox School of Design & Visual Arts, the School of Architecture was reorganized as the College of Architecture and the Graduate School of Architecture & Urban Design.

Equally, the college offers the four-year Bachelor of Design degree with a major in architecture — a strong, flexible undergraduate curriculum that also prepares students for graduate study in architecture, usually for three years. These undergraduate degree programs offer students the opportunity to gradually focus their undergraduate studies within the college and allow them to make an incremental commitment to a career in architecture.

The College of Architecture faculty are nationally and internationally renowned practitioners and researchers who are committed to students' undergraduate experience. As academic advisers, they work with the dean and undergraduate chair to help students build an individualized curriculum, select specific courses, and chart plans for their future careers.

**Phone:** 314-935-6200  
**Email:** [samfoxschool@wustl.edu](mailto:samfoxschool@wustl.edu)  
**Website:** <http://samfoxschool.wustl.edu>

## Faculty

### Endowed Professors

**Kathryn Dean** (<http://samfoxschool.wustl.edu/directory/242>)  
JoAnne Stolaroff Cotsen Professor  
MArch, Oregon School of Architecture & Allied Arts

**Bruce Lindsey, AIA** ([http://samfoxschool.wustl.edu/portfolios/faculty/bruce\\_lindsey](http://samfoxschool.wustl.edu/portfolios/faculty/bruce_lindsey))  
E. Desmond Lee Professor for Community Collaboration  
MFA, University of Utah  
MArch, Harvard University

**Adrian Luchini** (<http://samfoxschool.wustl.edu/directory/479>)  
Raymond E. Maritz Professor of Architecture  
MArch, Harvard University

**Robert McCarter** (<http://samfoxschool.wustl.edu/directory/298>)  
Ruth & Norman Moore Professor  
MArch, Columbia University

**Eric Mumford** (<http://samfoxschool.wustl.edu/directory/487>)  
Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University

## Professors

**Rod Barnett** ([http://samfoxschool.wustl.edu/portfolios/rod\\_barnett](http://samfoxschool.wustl.edu/portfolios/rod_barnett))  
PhD, University of Auckland

**John Hoal** ([http://samfoxschool.wustl.edu/portfolios/faculty/john\\_hoal](http://samfoxschool.wustl.edu/portfolios/faculty/john_hoal))  
PhD, Washington University

**Sung Ho Kim** (<http://samfoxschool.wustl.edu/directory/139>)  
MSci, Massachusetts Institute of Technology

**Stephen P. Leet** (<http://samfoxschool.wustl.edu/directory/473>)  
BArch, University of Kentucky

**Igor Marjanovic** ([http://samfoxschool.wustl.edu/portfolios/faculty/igor\\_marjanovic](http://samfoxschool.wustl.edu/portfolios/faculty/igor_marjanovic))  
PhD, Bartlett School of Architecture, University College of London

**Heather Woofter** ([http://samfoxschool.wustl.edu/portfolios/faculty/heather\\_woofter](http://samfoxschool.wustl.edu/portfolios/faculty/heather_woofter))  
MArch, Harvard University

## Professors of Practice

**Valerie Greer** ([http://www.samfoxschool.wustl.edu/portfolios/valerie\\_greer](http://www.samfoxschool.wustl.edu/portfolios/valerie_greer))  
MArch, Washington University

**Eric R. Hoffman** (<http://samfoxschool.wustl.edu/directory/469>)  
MArch, Washington University

**Philip Holden** (<http://samfoxschool.wustl.edu/directory/471>)  
MArch, Washington University

**Xiaobo Quan**  
PhD, Texas A&M University

## Associate Professors

**Gia Daskalakis** (<http://samfoxschool.wustl.edu/directory/1589>)  
Dipl de Postgrado, Universidad Politecnica de Catalunia

**Robert Hansman** (<http://samfoxschool.wustl.edu/directory/58>)  
BFA, University of Kansas

**Patricia Heyda** (<http://samfoxschool.wustl.edu/directory/59>)  
MArch, Harvard University

**Derek Hoferlin** (<http://samfoxschool.wustl.edu/directory/61>)  
MArch, Tulane University

**Zeuler Lima** (<http://samfoxschool.wustl.edu/directory/474>)  
PhD, Universidade de São Paulo

**Linda C. Samuels** ([http://samfoxschool.wustl.edu/portfolios/linda\\_samuels](http://samfoxschool.wustl.edu/portfolios/linda_samuels))  
PhD, University of California, Los Angeles

**Hongxi Yin**  
PhD, Carnegie Mellon University

## Assistant Professors

**Chandler Ahrens** (<http://samfoxschool.wustl.edu/directory/7147>)  
MArch, University of California, Los Angeles

**Eric Ellingsen** (<http://samfoxschool.wustl.edu/directory/52>)  
MArch, MLA, University of Pennsylvania  
MA, St. John's College

**Catalina Freixas** (<http://samfoxschool.wustl.edu/directory/52>)  
Dipl Arch, Universidad de Buenos Aires

**Constance Vale**  
MArch, Yale University

**Jesse Vogler** ([http://www.samfoxschool.wustl.edu/portfolios/faculty/jesse\\_vogler](http://www.samfoxschool.wustl.edu/portfolios/faculty/jesse_vogler))  
MArch, University of California, Berkeley

## Visiting Professor

**Peter Rose**  
MArch, Yale University

## Visiting Assistant Professor

**Jonathan Stitelman** ([http://samfoxschool.wustl.edu/portfolios/jonathan\\_stitelman](http://samfoxschool.wustl.edu/portfolios/jonathan_stitelman))  
MArch, Washington University  
MUD, Washington University

## Senior Lecturers

**Ryan Abendroth**  
MArch, University of Illinois at Urbana-Champaign

**Michael Allen**  
BA, Union Institute and University

**Don Koster**  
MArch, Washington University

**Doug Ladd**  
MS, Southern Illinois University at Carbondale

**Gay Lorberbaum**  
MArch, Washington University

**Jacqueline Margetts**  
MPhil, University of Auckland (New Zealand)

**Bob Moore**  
PhD, Washington University

**Pablo Moyano** ([http://samfoxschool.wustl.edu/portfolios/faculty/pablo\\_moyano](http://samfoxschool.wustl.edu/portfolios/faculty/pablo_moyano))  
MArch, Washington University

**Phillip Shinn**

BSE, Princeton University

**Lindsey Stouffer**

MFA, Washington University

**Ian Trivers**

PhD, University of Michigan

**Jan Ulmer**

MArch, University of the Arts, Berlin

**Professors Emeriti**

**Paul Donnelly**

**Iain A. Fraser**

**Gerald Gutenschwager**

**James Harris**

**Sheldon S. Helfman**

**Udo Kultermann**

**Leslie J. Laskey**

**Donald Royse**

**Thomas L. Thomson**

**Dean Emeritus**

**Constantine E. Michaelides**

FAIA

**Majors**

**The Major in Architecture**

**Bachelor of Design Degree**

The major requirements for the Bachelor of Design degree, with a major in architecture, are as follows:

| Code                      | Title   | Units |
|---------------------------|---|-------|
| ARCH 311                  | Architectural Design I                            | 6     |
| ARCH 312                  | Architectural Design II                           | 6     |
| ARCH 3284                 | Architectural History II: Architecture Since 1880 | 3     |
| ARCH 333                  | Case Studies in 20th-Century Architecture         | 3     |
| ARCH 445                  | Building Systems                                  | 3     |
| Capstone Course Electives |   | 3     |

For additional information on current requirements, please visit the Degree Requirements (p. 70) page.

**Bachelor of Science in Architecture Degree**

The major requirements for the Bachelor of Science in Architecture degree are as follows:

| Code      | Title   | Units |
|-----------|---|-------|
| ARCH 311  | Architectural Design I                            | 6     |
| ARCH 312  | Architectural Design II                           | 6     |
| ARCH 411  | Architectural Design III                          | 6     |
| ARCH 412  | Architectural Design IV                           | 6     |
| ARCH 3284 | Architectural History II: Architecture Since 1880 | 3     |
| ARCH 333  | Case Studies in 20th-Century Architecture         | 3     |
| ARCH 445  | Building Systems                                  | 3     |
| ARCH 447A | Structures I                                      | 3     |
| ARCH 448A | Structures II                                     | 3     |
| ARCH 438  | Environmental Systems I                           | 3     |

and completion of at least one architectural elective from the following groups:

- Urban Issues Electives group, or
- Architectural History/Theory Electives group.

For additional information on current requirements, please visit the Degree Requirements (p. 70) page.

**Minors**

**The Minor in Architectural History and Theory**

Minor Adviser: Eric Mumford (epm@wustl.edu)

The minor in architectural history and theory is open to all students at Washington University in St. Louis, regardless of major. Students interested in the minor should contact the designated minor adviser.

**Units required:** 18\* including:

9 units of architectural history survey:

| Code      | Title   | Units |
|-----------|---|-------|
| ARCH 3283 | Architectural History I: Premodern Encounters in World Architecture | 3     |
| ARCH 3284 | Architectural History II: Architecture Since 1880                   | 3     |
| ARCH 4288 | Architectural History III: Advanced Theory                          | 3     |

3 units of methodology course work:

| Code     | Title                                     | Units |
|----------|---|-------|
| ARCH 601 | Theories & Methods of Historical Research | 3     |

or  
 Other methodology-based courses approved by the minor adviser 3

6 units of architectural history and theory electives (300-level or above) as approved by the minor adviser

\*12 units must be in the minor only and cannot be double-counted toward another major or minor.

## The Minor in Architecture

Minor Adviser: Derek Hoeflerlin (hoeflerlin@wustl.edu)

The minor in architecture is open to all students at Washington University in St. Louis, regardless of major. Students interested in the minor should contact the minor adviser.

**Units required:** 18

### Required courses:

6 units minimum of introductory design chosen from the following:

| Code     | Title                               | Units |
|----------|-------------------------------------|-------|
| ARCH 111 | Introduction to Design Processes I  | 3     |
| ARCH 112 | Introduction to Design Processes II | 3     |

3 units minimum of history chosen from the following:

| Code      | Title   | Units |
|-----------|---|-------|
| ARCH 3283 | Architectural History I: Premodern Encounters in World Architecture | 3     |
| ARCH 3284 | Architectural History II: Architecture Since 1880                   | 3     |
| ARCH 3823 | Rethinking Renaissance Visual Culture - Florence Summer Program     | 3     |

or  
 Other architectural history courses approved by the minor adviser

**Elective courses:** 9 units chosen from the following:

| Code      | Title                                     | Units |
|-----------|---|-------|
| ARCH 211B | Introduction to Design Processes III      | 4.5   |
| ARCH 212B | Introduction to Design Processes IV       | 4.5   |
| ARCH 209  | Design Process                            | 3     |
| ARCH 333  | Case Studies in 20th-Century Architecture | 3     |

or  
 Other elective courses approved by the minor adviser

## The Minor in Landscape Architecture

Minor Adviser: Jacqueline Margetts  
 (jacqueline.margetts@wustl.edu)

The minor in landscape architecture is for students who will be receiving either a Bachelor of Science or Bachelor of Design with a major in architecture. Interested students should contact the minor adviser.

**Units required:** 18\* including:

6 units of design course work:

| Code        | Title                   | Units |
|-------------|-------------------------|-------|
| ARCH 312    | Architectural Design II | 6     |
| or ARCH 412 | Architectural Design IV |       |

3 units of history course work:

| Code     | Title                                    | Units |
|----------|--|-------|
| LAND 571 | Landscape History II: Prehistory to 1850 | 3     |

or  
 LAND 574A Modern and Contemporary Landscape Architecture 3

or  
 Other history/theory courses as approved by the minor adviser

3 units of ecological systems course work:

| Code      | Title             | Units |
|-----------|-------------------|-------|
| LAND 551A | Landscape Ecology | 3     |

6 units of electives:

| Code      | Title  | Units |
|-----------|--|-------|
| LAND 423D | Videography for Designers  | 3     |
| LAND 483A | Emergence in Landscape Architecture                                  | 3     |
| LAND 524F | Critical Spatial Practice: Art / Architecture / Landscape / Urbanism | 3     |
| LAND 529G | The Unruly City  | 3     |
| LAND 553  | Integrated Planting Design   | 3     |
| LAND 560A | Trees, Soils, & Systems: Introduction to Arboriculture               | 3     |
| LAND 565  | Landscape Technology   | 3     |

or  
 Other elective courses in landscape architecture as approved by the minor adviser

\*12 units must be in the minor only and cannot be double-counted toward another major or minor.

## The Minor in Urban Design

Minor Adviser: Patty Heyda (heyda@wustl.edu)

The minor in urban design is for students who will be receiving either a Bachelor of Science in Architecture degree or a Bachelor of Design with a major in architecture. Interested students should contact the designated minor adviser.

**Units required:** 18\* including:

6 units of foundational course work:

| Code      | Title              | Units |
|-----------|--------------------|-------|
| XCORE 307 | Community Building | 3     |
| ARCH 241  | Community Dynamics | 3     |

6 units of design course work:

ARCH 312/ARCH 412 *Urban Design-Focused Studio* (6 units)

6 units of advanced course work:

| Code   | Title                       | Units |
|--|-----------------------------|-------|
| ARCH 656   | Metropolitan Urbanism       | 3     |
| MUD 658  | Metropolitan Sustainability | 3     |
| or   |                             |       |
| Other MUD-track electives as approved by the adviser |                             | 3     |

\*12 units must be in the minor only and cannot be double-counted toward another major or minor.

### Additional Information

Students declare an architecture minor by using the university's online registration system (WebSTAC (<https://acadinfo.wustl.edu/WSHome/Default.aspx>)).

Students must receive a grade of C- or better to earn minor credit.

Students should check the current course listings (<https://courses.wustl.edu/Semester/Listing.aspx>) carefully to verify their eligibility to enroll in courses that have specific prerequisites.

## Courses

College of Art and College of Architecture majors will have enrollment priority in X10 courses.

**X10 XCORE** (p. 42): Sam Fox foundation and commons courses

**A46 ARCH** (p. 47): Architecture

**A48 LAND** (p. 66): Landscape Architecture

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## Design & Visual Arts — Core (X10)

Visit online course listings to view semester offerings for X10 XCORE (<https://courses.wustl.edu/CourseInfo.aspx?sch=X&dept=X10&crslvl=1:4>).

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### X10 XCORE 101 Drawing I

An introductory course which teaches students to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Emphasis is placed on working accurately from observation, with an introduction to other methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects. This class counts toward the minor in art or minor in design for non-Sam Fox School students. Credit 3 units. Art: FAAM, FADM

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### X10 XCORE 102 Drawing II

Continuing as an introductory course which teaches students to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. This course is an intensive studio course which builds on the perceptual and conceptual skills and experiences developed in Drawing I. A main objective is to develop a higher level of critical and studio practice. Prerequisite: X10 101.

Credit 3 units. Art: FAAM EN: H

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### X10 XCORE 181 Practices in Architecture + Art + Design

This course offers first-year students in architecture and art an introduction to the subjects, theories and methodologies of the disciplines of art, design, architecture, landscape architecture, and urban studies. Examples, drawn from a range of historical periods as well as contemporary practice, highlight distinct processes of thinking and working in each discipline, as well as areas of intersection and overlap. Part 1 of 2.

Credit 1 unit. EN: H

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### X10 XCORE 182 Practices in Architecture + Art + Design

This course offers first-year students in architecture and art an introduction to the subjects, theories and methodologies of the disciplines of art, design, architecture, landscape architecture, and urban studies. Examples, drawn from a range of historical periods as well as contemporary practice, highlight distinct processes of thinking and working in each discipline, as well as areas of intersection and overlap. Part 2 of 2.

Credit 1 unit. EN: H

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### X10 XCORE 301 From Propaganda to Decoration

This is a studio course that is conceptually driven and anchored in the philosophical terrain of the print multiple. The fundamental attributes of the multiple, including its accessibility and repeatability, are from private to public and from political to aesthetic. Given this orientation, we examine the place where the public and private spheres meet. Considering urban communication and social space, reproduction and distribution, gifting and exchange, private practice and public intervention, this course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration.

Credit 3 units. EN: H

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### X10 XCORE 303 Visualizing Information

This project-based studio course brings students from diverse backgrounds in art, architecture and design together to learn to compose information-rich surfaces. The course explores principles of information design on paper initially, and offers the opportunity to extend some applications to the screen. Course topics include content organization, visual structure, hierarchy, typography, color, sequencing, audience and usability. Students have the chance to select subject and media for some of their

projects. Projects are supplemented with readings and lectures about contemporary information design, with some historical references. This course combines the rigor of a disciplinary classroom with the flexibility of a multidisciplinary one. Topics likely to emerge in the interdisciplinary conversation include information in three-dimensional spaces, communicating information with a particular voice or editorial perspective, analytical versus poetic information design, function, audience and programming. All of these are supported, and students develop a set of tools which can be adapted to their own disciplinary work in a meaningful way.

Credit 3 units.

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### X10 XCORE 304 Data Visualization

In this hybrid lecture/studio course, students learn basic skills to develop data visualizations focusing on clarity, relevance to the user, and visual expression. The course spans several themes within data visualization, including principles of two-dimensional design, storytelling and sequence, and interactivity and user navigation. The course is organized into four units, each with a different content focus and data type, including topics as diverse as urban and rural landscapes, conditions in public health, and literary production. Students apply their own areas of interdisciplinary expertise to the final project. Students need a laptop with Adobe Illustrator and may need to acquire inexpensive or free software. This course is appropriate for sophomores through graduate students with or without visual training who are interested in data, information design, user interface, and computer programming. Course counts in the Interdisciplinary Project in the Humanities (IPH).

Credit 3 units. Art: FADM EN: H

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### X10 XCORE 305 Topics in Visual Culture: Commercial Modernism in America, 1865-1965

This survey course explores contributions to and expressions of visual modernism within the commercial tradition in the United States. Lectures, readings and screenings engage the intertwined histories of commerce, technology, society and aesthetics. Topics include periodical illustration from *Harper's Weekly* to the *Ladies Home Journal*, the newspaper comic strip and the comic book, animation from vaudeville to television, and science fiction and transportation design. Context provided by the advent of industrial image production; modernist art theory and high cultural disdain for mass markets (with resulting effects on the academy); avant-garde and commercial cross-pollination; the social histories of ethnic depiction (i.e., blackface minstrelsy); consideration of women as consumers and producers of commercial images. Students make use of materials in the collections of the Modern Graphics History Library at Washington University. Attendance required at three animation screenings.

Credit 3 units. Art: FADM EN: H

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### X10 XCORE 307 Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.).

Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. CET (<https://gephardtinststitute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Credit 3 units. EN: H

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### X10 XCORE 307X Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.). Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Credit 3 units. EN: H

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### X10 XCORE 308 Community Building North

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing, and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand and address conflicting voices. Readings, speakers, site visits, films and other materials will be combined with discussion, writing, and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as adviser and guide. The interdisciplinary course he developed over many years, Community Building/ Building Community, provides the intellectual, ethical and spiritual bases as co-taught by Raimist and Hansman. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building; however, that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty and community partners

working to find common values and beliefs upon which to build concrete, meaningful action.  
Credit 3 units.

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#### **X10 XCORE 308X Community Building North**

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand and address conflicting voices. Readings, speakers, site visits, films and other materials will be combined with discussion, writing and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as adviser and guide. The interdisciplinary course he developed over many years, "Community Building/ Building Community," provides the intellectual, ethical, and spiritual bases as co-taught by Raimist and Hansman. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building, however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty and community partners working to find common values and beliefs upon which to build concrete, meaningful action.  
Credit 3 units.

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#### **X10 XCORE 309 Convergences: Studies in Art & Architecture**

This interdisciplinary course examines the convergence of artistic and architectural ideas, techniques, and practices through selected historical and contemporary studies. Emphases range from the figure of the artist/architect (Michelangelo and Leonardo, for example, to Le Corbusier and Libeskind), to critical reflections (Vasari, Gennough, Serra) to boundary-crossing practices (Whitread, Webster, Irwin, Kin, Judd, Miss) to collaborations and collaborative works (Ando/Kelly/Serra and the Pulitzer Foundation). The course emphasizes empathy and productive work across artistic disciplines. Field trips to the Pulitzer Foundation for the Arts (St. Louis) and the Chinati Foundation (Marfa, Texas) are planned.  
Credit 3 units.

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#### **X10 XCORE 311 Materials & Mechanisms: Site Specific Design Installation**

In this course students are guided to explore the nature of materials and simple mechanisms (mechanically driven kinetics) in the making of art and/or utilitarian objects. This course investigates the qualities of materials and how they might be used thoughtfully to develop a conceptual and physical experience for an audience or user. Specific materials are assigned, at times, yet students have the opportunity to self-select materials based on project needs. Throughout the semester, students balance designing with finding — the process of playfully exploring materials and methods without preconception of a final resolution. Looking for possibilities can lead to unexpected discoveries.

Credit 3 units. EN: H

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#### **X10 XCORE 313A Creative Practice and Natural Systems: An Ecology of Art**

In this studio course, students learn to use basic ecological principles as a lens through which to investigate and evaluate productive, meaningful, and sustainable creative practices. Ecology is community-focused, involving the study of relationships with a given community. It establishes a model by which students can establish a more complete understanding of the inspirations, expectations and ramifications of creative practice. We visit local gardens, parks, farms and neighborhoods while seeking to understand the complexity of our own role in nature and culture. This diverse range of ecological engagement allows for a broad array of creative applications in the studio arts, design and architecture. The class format challenges students with new ways of thinking while allowing them to select materials, specific topics of study, and methods of engagement appropriate to their own developing interests. The course consists of fieldwork, readings and lectures, the content of which is examined through individual and collaborative projects. At midterm, students identify opportunities for focused research and production. The course culminates with the public presentation of this work.

Credit 3 units. EN: H

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#### **X10 XCORE 315 Cycles**

Students design and build human-powered vehicles from discarded bicycles. The course collaborates with student mechanics involved with Bicycle Works (Bworks). Bworks collaborates in teams with Washington University students to design and build the work.  
Credit 3 units.

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#### **X10 XCORE 317 Furniture Design**

The seat is an intimate interface between the building and the body. It embodies a complex set of structural conditions, material opportunities and possibilities for expression. Architects, artists, and industrial designers covet opportunities to make the chair. The result is that seemingly infinite perfect solutions exist — and still the seat remains a provocative challenge. In this course students design and build a chair. Emergent technologies are combined with traditional techniques of metal fabrication, woodworking, and plastic forming in the design and making of the work. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced in this course and students select those most appropriate to their work to build upon. There is a great deal of independent investigation required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the best potential for their design.

Credit 3 units. EN: H

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#### **X10 XCORE 317X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the

design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.

Credit 3 units. EN: H

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#### **X10 XCORE 319 Digital Fabrications: A Primer Course in the Use of Computer Modeling for Art & Design**

This course focuses on fabrications both real and virtual. The ubiquity of computers in design, studio art, communications, construction and fabrication demand that professionals become comfortable with their use. It is also important in a group of ever-specializing fields that one knows how to translate between different software and output platforms. This comfort and the ability to translate between platforms allow contemporary artists and designers to fabricate with ever-increasing freedom and precision. This course introduces students to 3-D software with a focus on 2-D, 3-D, and physical output. Through a series of projects, students learn to generate work directly from the computer and translate it into different types of output. Starting from first principles, the course covers the basics from interface to output for each platform used. The course also familiarizes students with a range of CNC technology and other digital output for both small- and large-scale fabrication. The course is broken into three projects. In the first, students focus on computer-generated geometry and control systems. In the second, students generate physical output and line drawings. The final project focuses on rendering, context, and cinematic effects. The software covered includes, but is not limited to, Rhinoceros 3D, Maya, Illustrator, and Photoshop. Additionally, students use the 3-D printer, laser cutter and/or other digital output tools.

Credit 3 units. EN: H

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#### **X10 XCORE 321 Mapping Soft Bodies**

This course develops digital design skills with conceptual understanding of the transformative process of artistic production. Mapping Soft Bodies investigates artificial objects and industrial products as a basis for inspiration. Through digital modeling and scanning the human body, each student develops a transformation process that analyzes the social and cultural conditions of a new emerging design. New body armatures are modeled through CAD/CAM (laser cutting) and Rapid Prototyping (3-D printing) for physical outputs. The course is for students who are interested in emerging technologies and digital production. The course is for students interested in design, sculpture, architecture and digital media by enhancing 3-D technologies and allows each student to develop abstract thinking and making processes.

Credit 3 units. EN: H

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#### **X10 XCORE 325 Global Discourses in Art & Architecture**

This course examines art, architecture and urbanism from the perspective of global production, dissemination and reception. It focuses on the global exchange of people and ideas as one of the main vehicles of visual culture, both historical and contemporary. Through a series of focused case studies, the

course probes inherent dichotomies within art and architecture driven by their site-specificity, yet also by their constant global displacement across various disciplinary, cultural and geographical boundaries. The course content includes lectures, discussion sessions, readings, and textual and visual projects that examine cross-cultural aspects of art and architecture. The course is offered as part of the universitywide Global Certificate and is open to all students at Washington University regardless of their major field of study.

Credit 3 units.

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#### **X10 XCORE 327 Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters.

Credit 3 units. Art: FADM EN: H

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#### **X10 XCORE 327X Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Prerequisite: Drawing I, Communication Design I, or 2-D Design, or permission of instructor.

Credit 3 units. EN: H

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#### **X10 XCORE 330 Cell Phones, Snapshots and the Social Network**

This course is designed around the cell phone camera as a means of art production using blogs, interactive websites, social networking and mass distribution of digital images and videos. Students explore the art-making potential of the cell phone camera as a snapshot camera of the modern age. Students post daily images/videos on blogs and other social media sites. Readings and discussion topics include the culture and aesthetic of the snapshot, the vernacular image, and the role of social networks in image production and distribution. Students are required to design and maintain at least two social networking sites and to supply a cell phone with the ability to upload images to the internet.

Credit 3 units. EN: H

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**X10 XCORE 332 Metabolic City: Spaces of Bodily and Environmental Wellness**

Metabolic City probes bodily and environmental wellness as intertwined cultural, social and technological constructs. From the British Archigram Group to the Japanese Metabolists and the Dutch artist Constant, a number of visionary projects in the 1960s reimagined our notion of the body, city and the environment. By means of individual and collective gadgets, tools and spaces, they bridged the scales of the body and the city, weaving together issues of bodily and environmental performance. Through a combination of texts, discussions and projects, the course engages in a delayed conversation with these projects, proposing the concept of "metabolism" both as a bodily function, but also as an environmental mechanism that operates on a global scale. Some of the key concepts discussed in the class include global citizenry, urban imagination, networks, performance, virus, urban protest and insurgence. The course fulfills the architectural history/theory elective requirement and is also open to all Washington University students.  
Credit 3 units.

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**X10 XCORE 335X Urban Books**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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**X10 XCORE 336 Urban Books**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: The first consists of

weekly readings, discussion and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. CET (<https://gephardtinsttute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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**X10 XCORE 338 Shifting from Lines to Surfaces/Virtual to Empirical**

Digital Media Design: Introduction to Exploring Digital and CAD/CAM Technology. This is a course in computing theory and techniques on 2-dimensional digital software and advanced 3-dimensional modeling software. Weekly demonstrations on software operations and individual projects are developed. This course bridges the gap between 2-D computational tools that define lines and the 3-D tools that develop complex surfaces. These surfaces explore the possibilities of creating and articulating the non-linear geometries manipulated on the digital environment. The final project consists of 2-dimensional drawings, digital models, and physical models produced by advanced CAD/CAM technology. By employing alternative techniques and emerging technologies of manufacturing, new forms of objects and perceptions redefine multiple design processes.  
Credit 3 units. EN: H

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**X10 XCORE 343 Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.  
Credit 3 units.

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**X10 XCORE 344 Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. CET (<https://gephardtinsttute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.  
Credit 3 units. EN: H

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### **X10 XCORE 344X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. College of Architecture and College of Art sophomores, juniors and seniors have priority. Credit 3 units.

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### **X10 XCORE 345 Shopping**

This seminar examines shopping as a social and cultural construct that operates at several levels in relation to art, architecture and urban planning. Shopping is the fundamental activity of the capitalist marketplace. It is also inextricably linked with major aspects of public and foreign policy, where national consumerism is closely linked to global tourism, and it is at the core of economic development. Shopping is, as well, a common denominator of popular culture, frequently satirized in contemporary art, film and literature. Participants in the seminar read selections from various writings about shopping and the marketplace. We also view several films examining the shopping environment in narratives of power and desire. Open to sophomores and above. Credit 3 units.

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### **X10 XCORE 347X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement. Credit 3 units. EN: H

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### **X10 XCORE 386X Public Practice**

With architecture, art and design students in mind, Public Practice is a design-build course focused on the development, presentation and actualization of commissioned works within the public realm. Through an iterative process of concept development, material exploration and panel reviews, students

will learn how to develop, propose and execute a viable public piece. Individual and/or group proposals will be presented before a selection committee in consideration toward a public art/design commission. Selected projects will be realized within specified sites in the community of University City, MO. Students will have hands-on experiences with construction processes, meeting structural requirements and codes, site development, and project installation which will prepare them for a creative life situated firmly within a discourse of Public Space. Open to MFA, graduate architecture students, BFA and undergraduate architecture students with junior-level standing. Minors and others eligible with consent of instructor. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course. Credit 3 units.

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## **Architecture**

Visit online course listings to view semester offerings for A46 ARCH (<https://courses.wustl.edu/CourseInfo.aspx?sch=A&dept=A46&crslvl=1:4>).

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### **A46 ARCH 111 Introduction to Design Processes I**

This introductory architectural design studio engages the basic principles of architectural context, composition and experience. Through various fieldwork strategies, students explore architectural context through observation, analysis and invention. The site-specific design processes bridge two-dimensional and three-dimensional work, including drawing, drafting and making. The experiential qualities of architecture are introduced through basic considerations of scale and human interaction. The course work includes studio, work, lectures, presentations by students, readings, writing assignments and field trips. Credit 3 units.

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### **A46 ARCH 112 Introduction to Design Processes II**

This core design studio engages the basic principles of architectural design through iterative processes of drawing and making, using a variety of tools, media and processes. The course work includes studio work, lectures, student presentations and local field trips. Prerequisite: A grade of C- or better in Arch 111 or co-registration in Arch 111. Credit 3 units.

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### **A46 ARCH 175 Designing Creativity: Innovation Across Disciplines**

Via a series of lectures from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts, Designing Creativity is a course that covers the study and practice of the creative process across many disciplines. From "Ah-ha" epiphanies to slow-developing discoveries, the creative process is employed by innovators and artists in virtually every corner of the globe. In this course, we explore the study of those processes by hearing from creatives in many fields with practice of those techniques via a LAB component that allows students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. Same as I50 InterD 175. Credit 3 units. A&S IQ: HUM Art: FADM EN: H

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#### A46 ARCH 209 Design Process

Open to Engineering, Arts & Sciences, Business and Art students at all levels. This studio course engages students in the process of design with an emphasis on creative thinking. Course content relates directly to the interests of engineers as well as arts and science, business and art students who wish to problem solve about positively shaping the texture and quality of the built world. A series of 2-D and 3-D hands-on problem-solving projects introduce students to design concepts as they apply to site (ecosystems and outdoor places), to humanistic place making (personal and small public spaces), to structure and materials (intuitive exploration of structural principles through model building), to environmental issues (effects of climate, light, topography, context and sensible use of natural resources). No technical knowledge or special drawing/model-making skills are required. There are informal group and individual discussions of each person's stages in inquiry. The investigations take the form of study models made of recycled materials. Guest lecturers participate throughout the semester. The concluding project for the semester allows each student to work with their unique academic and personal interests, utilizing the process of lateral thinking. CET (<https://gephardtinstitute.wustl.edu/cec>) course. Credit 3 units. EN: H

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#### A46 ARCH 211B Introduction to Design Processes III

Introduction to Design Processes III engages design through the lens of perception investigating the relationship between materiality and inhabitable space situated in a natural context. Prerequisites: successful completion of Arch 111 and 112, with a grade of C- or better; or successful completion of Arch 210, with a grade of C- or better. Credit 4.5 units.

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#### A46 ARCH 212B Introduction to Design Processes IV

Studio which initiates architectural and building issues such as: building analysis, structure, organizational systems and programming. Prerequisites: successful completion of Arch 211B with a grade of C- or better. Credit 4.5 units.

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#### A46 ARCH 241 Community Dynamics

This course builds on the investigations of X10 XCore 307, Community Building, and concentrates on the connections between place-based economic, political and social dynamics. In order to ground discussions in reality, the class immerses itself in the urban laboratory of St. Louis while relating local issues to broader trends. The course is organized using the Community-Based Teaching and Learning methodology and is centered around the first phase of a multi-year inquiry into the potential of design to improve the reality and perception of public safety through targeted projects. Students assemble relevant research on applicable design techniques, brief project partners in the Mayor's Office of the City of St. Louis, work with representatives of the St. Louis Metropolitan Police Department to define focus areas and assess the applicability of design strategies to specific focus areas. The course is divided into a lecture/discussion session on Thursday and a lab section on Friday. The lab section will be divided between independent research and bi-monthly facilitated meetings with city representatives. Credit 3 units.

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#### A46 ARCH 243 Design as Export

This course introduces students to the contemporary global characteristics of design in the late 20th and 21st century. The marketing, fabrication, distribution and consumption of design is global, yet the cultural and formal identity of most design products are national and regional. How do traditions of design and quality based on centuries of a national and regional design culture react and adapt to a global market? What is the culture of design? What is design identity? Italian design is the primary focus of this course, followed by Japanese and Asian design and manufacturing. Case studies include examples of industrial design, fashion design, communication design and automobile design. The course also includes presentations by design curators and representatives of various international design companies.

Credit 3 units.

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#### A46 ARCH 2661 Semester Abroad Program Seminar

This course will prepare students participating in the Sam Fox School's Semester Abroad Programs. The seminar will meet eight times over the course of the semester. Attendance is mandatory for students going abroad. Prerequisite: College of Art and College of Architecture students selected for the Sam Fox School Abroad Programs.

Same as F20 ART 2661

Credit 1 unit. EN: H

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#### A46 ARCH 275 Service Learning Course: Environmental Issues

This service learning experience allows Washington University students to bring their knowledge and creativity about the many subjects they are studying to students at the Compton-Drew Middle School, adjacent to the Science Center, in the City of St. Louis. This course is for arts and sciences students of differing majors & minors, business, architecture & art students, and engineering students from all engineering departments. The first third of the semester students will: 1) begin learning the creative process of lateral thinking (synthesizing many variables, working in cycles); 2) work with a teammate to experiment with the design of 2-D & 3-D hands-on problem-solving workshops about exciting environmental issues, for small groups of students at Compton-Drew Middle School; 3) devise investigations for the workshops about environmental issues embracing the sciences, the humanities, and the community; 4) each student will work with the professor individually and in their team, as well as seek advice of faculty from a specific discipline, through the semester in the preparation of their evolving curricular plan. During the last two thirds of the semester Washington University students will be on-site during the Compton-Drew school day, once a week on each Monday from 11:00 a.m. to 12:30 p.m., to teach small group workshops for some of the sixth and seventh grade students. This course is open to freshmen, sophomores and juniors.

Credit 2 units.

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#### A46 ARCH 306M Visualizing Segregation: A History of St. Louis, Chicago and New Orleans

This interdisciplinary course is designed to introduce students to the history of three of America's major cities. We will explore the political, social, and cultural histories of each of these cities while tracing changes in architecture and the built environment. We chose these three cities for their diverse and intersecting histories. In many ways, St. Louis, Chicago and New Orleans represent the major social and political forces that forged the

modern American city. From westward expansion and the growth of the slave system, through mass European immigration and industrialization, the rise of Jim Crow and the decline of American industry, suburbanization, mass incarceration, and gentrification: All are visible in the landscapes of these American cities. Segregation of social groups, so often seen as natural or inevitable, is the result of historical processes, political decisions, public policies and individual actions. The course, in addition, will provide students with the opportunity to use some of the research techniques employed by urban scholars. We will engage in a major research project, tracing the history of St. Louis through a variety of primary sources. Our aim will be to trace the historical processes that generated urban landscapes divided along lines of race, class, ethnicity or religion.  
Same as I50 InterD 306M

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### A46 ARCH 307X Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.). Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Same as X10 XCORE 307X

Credit 3 units. EN: H

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#### A46 ARCH 308X Community Building North

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing, and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand, and address conflicting voices. Readings, speakers, site visits, films, and other materials will be combined with discussion, writing, and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as advisor and guide. The interdisciplinary course he developed over many years, "Community Building/ Building Community," provides the intellectual, ethical, and spiritual bases as co-taught by Raimist and Hansman.

This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building, however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty, and community partners working to find common values and beliefs upon which to build concrete, meaningful action. CET (<https://gephardtinsttute.wustl.edu/cec>) course.

Same as X10 XCORE 308X

Credit 3 units.

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#### A46 ARCH 311 Architectural Design I

This architectural design studio is a final course in the five-semester core studio sequence. It focuses on rigorous design development, from a conceptual exploration of an idea to a detailed building design. Prerequisites: successful completion of the four-semester core design studio sequence, including Arch 212B, with a grade of C- or better. Concurrent registration in Building Systems I required.

Credit 6 units.

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#### A46 ARCH 312 Architectural Design II

Prerequisite: satisfactory completion of Arch 311.

Credit 6 units.

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#### A46 ARCH 312A Architectural Design II (Study Abroad)

Prerequisite: satisfactory completion of Arch 311.

Credit 6 units.

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#### A46 ARCH 317 Architectural Design I (MArch 3)

The first of a three-semester sequence that introduces students to architectural design, focusing on conceptual, theoretical and tectonic principles. First-semester MArch 3 students only.

Credit 6 units.

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#### A46 ARCH 317X Furniture Design

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Same as X10 XCORE 317X

Credit 3 units. EN: H

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#### A46 ARCH 318 Architectural Design II (MArch 3)

The second of a three-semester sequence of design studios. Continues examination of issues raised in ARCH 317. Second-semester MArch 3 students only.

Credit 6 units.

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**A46 ARCH 323A Architectural Representation I (MArch 3)**

This course examines the history/theory and practice of representation, specifically the systems of drawing used in architecture. The objective is to develop the requisite discipline, accuracy, and visual intelligence to conceptualize and generate a relationship between space and form. The course focuses on two concurrent tasks: first to outline and analyze the historical development of representational logics and their impact on architectural ideation, and second to explain the codification and usage of specific geometries, including orthographic and isometric projection, central and parallel perspective, and architectural axonometric. We will see that, rather than a translation of reality, representation operates between perception and cognition as a transcription of reality and is thus a powerful instrument in the design and making of architecture. The relationship between the drawing forms and the tools used to produce them are brought into focus as manual, digital, photographic and physical applications driven by drawing intentions. The course is organized as a lecture/lab with emphasis on practice of manual and photographic applications. Credit 3 units.

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**A46 ARCH 323B Architectural Representation II (MArch 3)**

The course examines the history/theory and practice of representation, specifically the systems of drawing used in architecture. The objective is to develop the requisite discipline, accuracy and visual intelligence to conceptualize and generate a relationship between space and form. The course focuses on two concurrent tasks: first, to outline and analyze the historical development of representational logics and their impact on architectural ideation, and second, to explain the codification and usage of specific geometries, including orthographic and isometric projection, central and parallel perspective, and architectural axonometric. We see that, rather than a translation of reality, representation operates between perception and cognition as a transcription of reality and is a powerful instrument in the design and making of architecture. The relationship between the drawing forms and the tools used to produce them are brought into focus as manual, digital, photographic and physical applications driven by drawing intentions. This course is organized as a lecture/lab with emphasis on the practice of digital media and physical modeling. Emphasis is on participation and excessive absences are noted. Please note: The second half of the semester focuses on computing, for which each student is required to have a laptop computer. Credit 3 units.

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**A46 ARCH 326G Digital Fabrications**

This course will focus on fabrications both real and virtual. The ubiquity of computers in design, studio art, communications, construction and fabrication demand that professionals become comfortable with their use. It is also important in a group of ever-specializing fields that one knows how to translate between different software and output platforms. This comfort and the ability to translate between platforms allow contemporary artists and designers to fabricate with ever-increasing freedom and precision. This course will introduce students to 3-D software with a focus on 2-D, 3-D, and physical output. Through a series of projects, students will learn to generate work directly from the computer and translate it into different types of output. Starting from first principles, this course will cover the basics from interface to output for each platform used. This course will also familiarize students with a range of CNC technology and

other digital output for both small- and large-scale fabrication. The course will be broken into three projects. In the first project, students will focus on computer-generated geometry and control systems. In the second part, students will generate physical output and line drawings. The final project will focus on rendering, context and cinematic effects. The software covered in this course includes, but is not limited to: Rhinoceros 3D, Maya, Illustrator, Photoshop. Additionally, students will use the 3-D printer, laser cutter, and/or other digital output tools. Credit 3 units.

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**A46 ARCH 326J Digital Representations**

Digital Representations introduces students to digital modeling and fabrication, parametric workflow, and various 2-D and physical output techniques. Starting from first principles, this course begins with the basics from interface to output for each platform used, developing skills in digital modeling and physical output and serving as a prerequisite for more advanced courses in design scripting and digital fabrication. Students complete a semester-long project divided into three assignments, beginning with developing a detailed digital model of a formal precedent, which introduces students to basic skills in modeling with nurbs, subdivision surfaces, and meshes. Continuing to develop a clear diagrammatic organization and hierarchy, students expand the characteristics of their original formal precedent using Grasshopper to create a set of dynamic, flexible behaviors. Drawing upon their initial understanding and analysis of organizational systems within their formal object, students transfer their observations into the construction of a spatial parametric model that has potential to serve structure, fabrication methods, and material assembly. Finally, students develop their digital model into a geometrically rationalized material system that draws upon their initial precedent, producing a physical model, renderings, and 2-D drawings presented in the format of a final review. Credit 3 units.

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**A46 ARCH 326K Digital Evolutions: Parametric Design for a Fabricated Species**

Digital Evolutions will introduce digital modeling, parametric workflow, and fabrication techniques in a variety of two and three-dimensional media to document the imagined development of a hypothetical animal species. As a prerequisite for more advanced courses in design scripting and digital fabrication, this course will introduce each technique at a foundational level giving every student a new arsenal of digital tools with which they can act as evolution's (intelligent) designer. Students will begin with an analysis of drawings by Ernst Haeckel (1843-1919), a German biologist, naturalist, philosopher, and artist who promoted and popularized Charles Darwin's work in Germany, but whose own alternative theories of evolution have subsequently been discredited. Students will use Grasshopper and associated plug-ins to exploit the powerful flexibility of parametric design to iteratively adapt these studies to various imagined environmental conditions. Working in pairs, students will crossbreed their species, synthesizing ideas concerning skin, support systems, pattern, and kinetics, finally modeling this fictitious entity with a geometrically rationalized material system—a fabricated fabrication. Credit 3 units. Art: FADM

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**A46 ARCH 327X Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by

culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Prerequisite: Drawing I, Communication Design I, or 2-D Design, or permission of instructor. Same as X10 XCORE 327X  
Credit 3 units. EN: H

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**A46 ARCH 3283 Architectural History I: Premodern Encounters in World Architecture**

This course explores the history of architecture from its origins until the beginnings of the modern period from a global perspective, focusing on patterns of interaction and exchange between and within both elite and vernacular building cultures. Using selected examples from Eurasia, sub-Saharan Africa and the Americas, the course traces the major elements of change and development in the design of the earth's built environment, including technologies and materials, typology, the organization of labor and capital systems to the profession and the public. Course requirements include a midterm, final exam and research paper.  
Credit 3 units. EN: H

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**A46 ARCH 3284 Architectural History II: Architecture Since 1880**

An introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the past 120 years. In addition to tracing the usual history of modern architecture, this course also emphasizes understanding of the formal, philosophical, social, technical and economic background of other important architectural directions in a global context. Topics range from architects' responses to new conditions in the rapidly developing cities of the later 19th century, through early 20th-century theories of perception and social engagement, to recent efforts to find new bases for architectural interventions in the contemporary metropolis.  
Credit 3 units. Arch: HT EN: H

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**A46 ARCH 333 Case Studies in 20th-Century Architecture**

Through a series of analytical, critical and interpretative studies of singular works of architecture in the 20th century, this course focuses on the manifold processes and contexts of their production. Each work is examined as a physical and cultural artifact with precise formal, intellectual and ideological intentions and meanings. The architectural object, understood as a synthesis of multiple criteria and frameworks, is explored from its conception through its realization based on certain principles (fundamental precepts of the discipline of architecture) and a broad range of concepts (abstract ideas understood as the products of speculative and reflective thought).  
Credit 3 units. Arch: GARW

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**A46 ARCH 335X Urban Books**

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Same as X10 XCORE 335X  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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**A46 ARCH 336D Biomimicry: A Biokinetic Approach to Sustain(Able) Design**

There is a conceptual similarity between the way an organism and a building engage their respective environments. A biological system responds to the unique condition of its ecosystem; architecture responds to the unique conditions of the site. Building on this principle are the fields of biomimicry, the study of design and process in nature, and biokinetics, the study of movement within organisms, and their ability to address architectural problems with elegant, technologically advanced, sustainable solutions. Biomimicry: A Biokinetic Approach to Sustain(Able) Design focuses on kinetics as an essential element of biomimicry in the context of architecture and employs the study of the kinetic aspects of biological systems — structure, function and movement — to inform the design and engineering of buildings. A systematic approach to researching and translating the kinetic function of organisms leads to a successful bridging of biological and architectural concepts.  
Credit 3 units.

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**A46 ARCH 336E Biomimicry, Teleology and Organic Architecture**

This seminar is intended to develop an understanding of the history and evolution of biomimicry as a significant design tool from the emergence of biology as a science in the early 19th century to the present. Biology was the first discipline to confront the problem of teleology, of design in nature. For the past 100 years, biological references and ideas are present in the work of architects and in the writings of architectural theorists. Biomimicry, a term coined by Janine Benyus, has developed into a new discipline that studies well-adapted organisms' designs and processes and then imitates life's genius to design human applications, aiming at a sustainable development. The intent of this seminar is to establish a systematic approach to research and analysis of the history and theory of this biological analogy and its influence on the history of environmental architecture, as seen through the lens of biomimicry. In addition to a historical analysis, students analyze case studies that exemplify the

relationship of architecture to biology, focusing not only on built work, but on the writings and the designer's positions in terms of this relationship. Classes consist of a combination of formal lectures and facilitated discussion periods. In addition, each student chooses a particular architect and, through research and analysis, assesses the influence of biomimicry in their work and presents these results in a paper that includes a critical analysis and a proposal on how to advance the architect's work to the highest level of biomimicry.  
Credit 3 units.

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#### **A46 ARCH 339 Concepts and Principles of Architecture I**

This weekly seminar course addresses issues of Western architectural thought through a focused series of readings and discussions. The necessity and role of architectural theory in general is examined. Issues of tectonics, historicism, typology, regionalism, modernism, postmodernism and other critical frameworks for the consideration of architecture are thematic subjects of discussion. Selected readings include Vitruvius, Alberti, Laugier, Semper, Ruskin, Le Corbusier, Gropius, Kahn, Rossi, Venturi, Eisenman, Libeskind and Koolhaas. Weekly reading assignments, attendance, participation, one summary and discussion introduction based on a reading topic, final paper. Required for first-semester MArch 3 students. Fulfills history/theory elective for MArch 2 students.  
Credit 3 units.

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#### **A46 ARCH 343A Design As Export**

This course introduces students to the contemporary global characteristics of design in the late 20th and 21st century. The marketing, fabrication, distribution and consumption of design is global, yet the cultural and formal identity of most design products are national and regional. How do traditions of design and quality based on centuries of a national and regional design culture react and adapt to a global market? What is the culture of design? What is design identity? Italian design is the primary focus of this course, followed by Japanese and Asian design and manufacturing. Case studies include examples of industrial design, fashion design, communication design and automobile design. The course also includes presentations by design curators and representatives of various international design companies.  
Credit 3 units.

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#### **A46 ARCH 343X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merge several arts and humanities disciplines, including experimental cinema and documentary journalism and create an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.  
Same as X10 XCORE 343  
Credit 3 units.

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#### **A46 ARCH 344X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merge several arts and humanities disciplines, including experimental cinema and documentary journalism and create an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. College of Architecture and College of Art sophomores, juniors and seniors have priority.  
Same as X10 XCORE 344X  
Credit 3 units.

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#### **A46 ARCH 347X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.  
Same as X10 XCORE 347X  
Credit 3 units. EN: H

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#### **A46 ARCH 350 Service Learning Course: Environmental Issues**

This service learning experience allows Washington University students to bring their knowledge and creativity about the many subjects they are studying to students at the Compton-Drew Middle School, adjacent to the Science Center, in the City of St. Louis. This course is for arts and sciences students of differing majors and minors, business, architecture and art students, and engineering students from all engineering departments. In the first third of the semester, students will: 1) begin learning the creative process of lateral thinking (synthesizing many variables, working in cycles); 2) work with a teammate to experiment with the design of 2-D and 3-D hands-on problem-solving workshops about exciting environmental issues, for small groups of students at Compton-Drew Middle School; 3) devise investigations for the workshops about environmental issues embracing the sciences, the humanities and the community; 4) work with the professor individually and in their team, as well as seek advice of faculty from a specific discipline throughout the semester in the preparation of their evolving curricular plan. During the last two-thirds of the semester, Washington University students will be on-site during the Compton-Drew

school day, once a week on each Monday from 12:00 to 1:30 p.m. to teach small group workshops for some of the sixth- and seventh-grade students. There will also be a one-hour class meeting on Wednesday at a time to be finalized later. CET (<http://www.gephardtstitute.wustl.edu/cec>) course. Credit 3 units.

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**A46 ARCH 355 Interdisciplinary Ecosystems Principles Integration**

The mission of this interdisciplinary seminar class is to "advance interrelationships of ecological and human systems toward creating healthy, resilient, and biodiverse urban environments" and will bring together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work, and engineering, drawing from inside and outside the Washington University community.

Credit 1 unit.

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**A46 ARCH 363 Architectural Photography**

This course offers a technical and theoretical understanding of architectural photography. Basic operation and orientation of digital and analog cameras are covered, as well as best practices for photographing interior and exterior spaces with both natural and artificial lighting. Students learn how to document artwork and architectural models/structures for portfolio presentation purposes, preparing them for working relationships with professional photographers in the industry. This course emphasizes 4x5 view camera skill, use of DSLR and digital input, studio lighting, and development of individual projects. Digital camera required; 4x5 camera provided by photography department.

Same as F20 ART 363

Credit 3 units. Art: FAAM EN: H

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**A46 ARCH 376 Design Thinking for Science, Engineering, Business and the Liberal Arts**

This introductory course outlines strategies and methodologies drawn from a wide range of creative design practices, including architecture, landscape architecture, urban design, industrial design and others. The course explores how these ideas and techniques are similar to practices in science, engineering, business and the liberal arts and how they might be applicable to multidisciplinary problem solving. Topics include perception, representation, technology, group intelligence, bio-mimicry and context-based learning, among others. Emphasis is given to the intersection of design thinking with environmental problems and the relationship between design thinking and innovation. The course includes lectures, guest lectures with case studies, and design projects. Open to all undergraduate students.

Credit 1 unit. EN: H

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**A46 ARCH 3824 The Italian Renaissance in the City of Florence**

This course encompasses the Renaissance from Giotto through the High Renaissance. Students examine first-hand the works they are studying. Included are field trips to Rome and Venice.

Same as F20 ART 3824

Credit 3 units. EN: H

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**A46 ARCH 3825 Florence as a Cultural Artifact: The History of Architecture as the History of the City**

This course combines seminar and workshop activities aiming at the understanding of the rich urban and architectural history of Florence, the place of students' work and temporary living during the study abroad program. These activities will be in dialogue with the design studio and art history courses. The intellectual framework of the course is informed by Giulio Carlo Argan's seminal work "La storia dell'arte come storia della città" ("The history of art as the history of the city," Einaudi, 1983), presenting the city as a complex time-space phenomenology of cultural artifacts. While Florence is well known for its cultural contribution to Western cultural history during the 1400s and 1500s, little is known about the full span of its millennial history, including its contemporary developments. The seminar activities will cover such aspects through readings and lecture-cum-sketching urban and architectural documentation tours in the first part of the semester, leading to the development of individual artists' book projects to be completed in the second part of the semester for the program's semester exhibition.

Credit 3 units.

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**A46 ARCH 382S Special Topics: Franco Albini and Carlo Scarpa (Study Abroad)**

A history/theory seminar course examining the works of the Italian architects Franco Albini (b. 1905, Robbiate [Milan] - 1977) and Carlo Scarpa (b. 1906, Venice - 1978), as well as "the school of Florence," a group of modern architects who worked primarily in and around Florence, Italy, including Leonardo Savioli (b. 1917, Florence - 1982), Giovanni Michelucci (b. 1899, Pistoia - 1990) and Leonardo Ricci (b. 1918, Rome - 1994). Introductory lectures by the professors will be followed by student research and case studies of selected buildings and projects. Students will participate in field trips conducted by the professors to buildings and sites in and around Florence (works of Savioli, Ricci, Michelucci and Scarpa). A field trip to Milan in the first half of the semester will include visits to the Franco Albini Foundation with a lecture by the architect Marco Albini, as well as several exhibition installations designed by Albini, and his contemporaries Belgiojoso, Peresutti and Rogers. A field trip to Venice, Vicenza and Verona in the second half of the semester will include visits to projects designed by Scarpa, including the Olivetti Showroom, Querini Stampalia, Correr Museum, Castelvecchio Museum, and the Banca Popolare di Verona. Students will analyze and present buildings and installations employing varying methods of analysis, both graphic and photographic.

Credit 3 units. Arch: HT

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**A46 ARCH 386X Public Practice**

With architecture, art and design students in mind, Public Practice is a design-build course focused on the development, presentation, and actualization of commissioned works within the public realm. Through an iterative process of concept development, material exploration, and panel reviews, students will learn how to develop, propose and execute a viable public piece. Individual and/or group proposals will be presented before a selection committee in consideration toward a public art/design commission. Selected projects will be realized within specified sites in the community of University City, MO. Students will have hands-on experiences with construction processes, meeting structural requirements and codes, site development, and project installation which will prepare them for a creative life situated firmly within a discourse of Public Space. Open to MFA, graduate architecture students, BFA and undergraduate

architecture students with junior-level standing. Minors and others eligible with consent of instructor.  
Same as X10 XCORE 386X  
Credit 3 units.

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#### **A46 ARCH 401B Color in Architecture, Design and Art**

This seminar introduces students to aspects of color in architecture, design and art and deals primarily with 19th-, 20th- and 21st-century theories and projects. Student work includes readings and discussions, case studies and experiments in color application. Research includes case study architectural examples by Rietveld, Herzog & De Meuron, Luis Barragan, SANAA and others; readings on color theory by architects Alberti, Fernand Leger, Koolhaas, Le Corbusier; artists Mondrian, Josef Albers, Richard Paul Lohse, Ad Reinhardt, Barnett Newman, Donald Judd; philosophers Goethe, Wittgenstein, Barthes; psychologists Carl Jung; and designers Irma Boom, Ettore Sottsass, Bruno Munari and Konstantin Grcic. Resources will include the collections of the Mildred Lane Kemper Art Museum and the Saint Louis Art Museum.  
Credit 3 units.

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#### **A46 ARCH 402A Measured Representation**

This course proposes to investigate and create a series of measured drawings. The drawings, as architectural objects, configure architectural knowledge, perception and vision. We will begin by studying precedent drawings in relation to each architect's theoretical framework, project description and technique. The range of works will relate different types of construction (perspectives, axonometrics, diagrams, ideagrams, assemblages, montages, descriptive geometry, and mapping) with integral and symbiotic theoretical agendas. Each student will learn the techniques of representation in their case study and from this example construct an interpretation of a specified site in this language. With a collection of theoretical frameworks and workshops on various techniques, the class will qualify a series of sites through drawing/interpreting the shadows present. Shadows may be thought of as reductions of the real object — in this sense, the drawings will act as abstractions or reductions that promote vision. Instead of simply discussing qualities of space, narratives of metaphor, intangible phenomena, implications of constructed geometry, this architectural research project attempts to propose methods of seeing such that the representation may play a more active role in the shaping of design. This course centers on the creation of imaginative processes of representation.  
Credit 3 units.

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#### **A46 ARCH 404 Advancing Integrated Sustainability**

Do you want to work differently? Toward more effective outcomes? This course is a call to students from all disciplines with the conviction that it is necessary for us to work together while contributing from our specific fields of study to find solutions to challenges in our built environment. Students apply the knowledge base they acquire in this course to formulating ideas for actual community projects in St. Louis. Students learn to integrate and apply a holistic range of social, economic and technical systems inspired and optimized by models in the natural world. A foundation in natural and biomimetic systems is overlaid with analysis of corporate mission, principles and triple bottom-line thinking in order to learn how to build defensible, value-based arguments for implementation of sustainable systems. With the expressed intent of achieving net positive outcomes in the built environment, the following topics are addressed: brownfield property reuse; storm/wastewater

management; urban heat island management; air quality; potable water issues and opportunities; material cycles and flows including embedded energy, emissions, toxicity, virgin vs. recycled content and waste diversion; energy efficiency and renewable energy opportunities; transportation, accessibility and mobility choices; vernacular and cultural expression; local and healthy food availability; fitness advocacy and other health issues; education; public outreach and transparency; governance; and the economics of these systems. Lectures, case studies, readings and class discussions support application exercises and experimental projects to propose ideas for improving the built environment at multiple scales. Assignments are reviewed often to assist each student's learning and questions. Complementing leading-edge theory with practical outcomes are provided with the intention that students develop valuable skills to be incorporated in their other academic projects. Please visit <http://samfoxschool.wustl.edu> for work samples and student manifestos from previous classes.  
Credit 3 units.

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#### **A46 ARCH 404C Topics in Architectural Entrepreneurship**

Entrepreneurship has become a very important issue for businesses small and large. What can the profession of architecture learn from these ideas? This course, offered in partnership with the Skandalaris Center for Entrepreneurial Studies, offers students a chance to gain exposure to the entrepreneurial ideas that are innovating the architectural community, and begin to foster a mindset of architectural entrepreneurship that has the potential to be widely beneficial to the profession. Each week the course welcomes a guest speaker who, as the owner of a firm or innovator of a new business proposal in the design field, provides case studies to show students what type of entrepreneurial ideas are shifting the architectural discipline. From sustainability, to urbanization and localism, to emerging global growth engines, and the future structure of the architectural network, each lecturer brings new insight to what it is to be an architectural entrepreneur.  
Credit 3 units.

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#### **A46 ARCH 404D For Purpose: Art & Design as an Ethics-Based Model of Entrepreneurship**

Working from the premise that art and design have the ability to enrich and transform lives and communities in a tangible way, students redefine social, environmental and cultural problems as opportunities. Students are encouraged to bring ideas that have the potential to address these problems through the creative processes of art and design. Students work in teams to develop a proposal for a project, product or service-based organization with the potential to address a specific issue. Students draw lessons from researching established individuals, companies and not-for-profit organizations that are involved in the production of culturally significant, creative work that also supports a larger social mission, and students apply this research to their own proposal. Each proposal is developed into a business/sustainability plan that demonstrates the value of the proposal and explains the resources required to meet specific goals. This course introduces students to the uncertainty that is inherent in the entrepreneurial process. Students work to develop skills to evaluate ideas in relation to their personal values, the idea's ability to address a specific problem, and the resources required to implement a sustainable solution. The process helps students to navigate the uncertainty and assess the risk associated with implementing their proposal through morphing the idea concept, seeking advice, and building a coalition of stake holders. This

course is open to disciplines outside of architecture. Students in Art, Social Work and Engineering are encouraged to register. Credit 3 units.

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**A46 ARCH 404E Design: Urban Ecosystem Principles Integration**

In today's world, our discipline has grand challenges whose solutions often lay in other realms. How will students train themselves to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment" and brings together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work and engineering, drawing from inside and outside the Washington University community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields provides lectures, readings, and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (nonhuman) systems and the range of sociopolitical processes entailed with their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago, and others. This course builds upon a 1-unit fall seminar (not a prerequisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems and apply those concepts in multidisciplinary project applications. Projects leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multidisciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students present their work in a public forum at semester's end. CET (<http://www.gephardt.institute.wustl.edu/cec>) course. Same as 150 InterD 406

Credit 3 units. A&S IQ: SSC EN: S

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**A46 ARCH 405D Furniture Design**

The course focuses on the design of tables using wood as the primary material in response to "rational and irrational strategies" (systematic and emotional). Each student designs, develops and builds prototypes of two tables using the same material. One table is the product of a systematic analysis of material qualities, production procedures and other constructivist principles. The other table is the product of more explicitly intuitive, emotional and interpretive responses to the nature of the material and its production. Course limited to 10 students.

Credit 3 units.

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**A46 ARCH 407A Digital and Analog Fabrication**

Digital and Analog Fabrication (Aperture Systems) explores contemporary fabrication methods for architectural design. We will develop and employ digital and manual fabrication techniques, including casting, thermoforming, 3-D printing, laser-cutting, and CNC milling, for a semester-long design project. Students will have opportunities to work with a variety of tools in the shops and digital laboratories to develop a full-scale kinetic prototype of/for a door/window/portal/aperture system. No previous fabrication experience or expertise is required.

Credit 3 units.

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**A46 ARCH 408A Digital Visualization Workshop: 2-D Representation**

This workshop is an introduction to basic AutoCAD drawing layout and organization with printing process. The workshop introduces students to importing and exporting into other graphic softwares (Photoshop and Illustrator) allowing a basic understanding of resolution and line types with articulated graphic awareness to develop complex 2-D drawing capabilities. Required for all 317-level MArch 3 students, who are given priority in enrolling. Open to all other architecture students as space allows.

Credit 1 unit.

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**A46 ARCH 408B Digital Visualization Workshop: Advanced 3-D Modeling**

This course develops digital design skills using the t-spline plug-in for Rhinoceros. As the field of architecture begins to incorporate evermore complex forms and formal strategies, it is necessary for designers to have the ability to work efficiently with advanced modeling software. This allows the development of clean, fluid forms that can be manipulated and transformed as part of the design process, not merely as an output. The course breaks down into four three-hour sessions in which students will have three assignments designed to give a basic understanding of the t-spline plug-in, as well as to show how this type of form manipulation applies to the field of architecture. This course is required for all students in the core graduate program during 318 studio semester.

Credit 1 unit.

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**A46 ARCH 408C Digital Visualization Workshop: Advanced Rendering**

This workshop is an introduction to complex digital rendering in Rhino 4.0 with plug-ins Flamingo, V-Ray, Maxwell and Fry Rendering Engines. These skills are needed for sophisticated rendering outputs for more hyper-real visualization. The workshop introduces students to material, lighting, camera and global illumination processes. This workshop is required for all MArch students at the 419 level, who are given priority for registration in this course. Open to other upper-level undergraduate and graduate architecture students as space allows.

Credit 1 unit.

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**A46 ARCH 408D BIM 101 Workshop**

The future of the design and construction industry is going to be driven by the use of technology. The best example emerging today is the use of three-dimensional, intelligent design information, commonly referred to as Building Information Modeling (BIM). BIM is expected to drive the AEC industry toward a "model-based" process and gradually move the industry away from a "2-D-based" process. The BIM 101 workshop is for future designers who recognize that this future is coming and who are looking for a way to begin preparing themselves in order to be ready when it arrives. We will explore how BIM is being used today and learn the basics of one of the leading BIM tools, Autodesk Revit Architecture 2009. This workshop is intended for senior undergraduate students and graduate students at the 500 level and above.

Credit 1 unit.

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#### A46 ARCH 408J Performance Enhancing

The term "performance" has many meanings that are either quantitative, qualitative, or both simultaneously through a range of design professions. The suggested goal of performance is an optimistic enhancement to a designed entity or idea and holds the potential to be highly provocative relative to the method it is deployed when arguing for a particular design procedure or effect. The double entendre suggested by the term performance relates to both how the system technologically improves a functional aspect along with a more theatrical act of performing. Design in both architecture and fashion relies on both interpretations to create a multidimensional discourse necessary to advance conceptual design investigation. The seminar class explores issues of performance of complex surfaces at the scale of the human body. The class consists of lectures, discussions, readings, physical material manipulation, and 3-D digital modeling and digital fabrication. The use of Rhino (with T-splines and/or Grasshopper) or Maya is deployed for the digital design of the skin systems. Material systems are explored initially through manual experimentation and then combined with the digital investigation for the final digital fabrication using tools such as 3-D printing, lasercutting, CNC milling, and thermoforming, resulting in a final garment for the human body. The class is offered to both fashion and architecture students and the investigations occur in teams of two where ideally one from each discipline is represented.

Credit 3 units.

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#### A46 ARCH 408M Atmospheric Animations

This course explores the capacity of modifying perception, as a way of thinking and making in design process. We recognize the ambient complex environment base on the concept of each element in space as a figure of motion, being sensitive to a specific period of time. Each student begins with selecting a certain way of observing, and developing a method to document and analyze a piece of dynamic perception which is then re-constructed through drawings or models, primarily focusing on one aspect of the experience, such as material performance, light reflections, air flow, etc. Final part of the project is representing the synthetic perception, by creating the atmospheric imagery in motion. Students are introduced to various techniques of recording ocular perceptions with the aid of digital tools, 2-D representation, 3-D modeling and animation rendering throughout the course, both as general workshops and individual project basis.

Credit 3 units.

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#### A46 ARCH 408N Mapping Complex Spatial Sequences

New methods of spatial practice have changed the way architects and designers work. As designers, we are no longer tied to static, projection-based drawings as a means to develop and represent our ideas. Time-based digital imaging allows us to simultaneously examine the narrative, formal, experiential and spatial aspects of a particular place. Students will map a site through digital photography focusing on a specific spatial sequence much like how a director would set up a scene, moving fluidly from one space to another. During the first half of the semester, this spatial sequence will be used to create a drawing of the entire site as one multilayered composite image with particular attention to the interaction of time, space and movement. The site will then be reconstructed digitally through models or drawings, using the composite drawing as base. Finally, relationships between the drawing and model will be outlined resulting in a more complete experiential spatial sequence.

Credit 3 units.

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#### A46 ARCH 408P Building Performance for a Solar Powered House

We will study the state of the art of building integrated solar systems, and design such a system for a house and assess its performance using computational tools. Topics include the fundamentals of solar energy systems, energy management, and its implications to design, either passive or active approach. The course involves building performance simulations using Ecotect, Energy+, HERS and other tools. Students will use simulation data to study the relation between design and its performance. The course will consist of lectures, review, and student projects. The course will be parallel with several Engineering courses, including ESE 437: Sustainable Energy Systems, and EECE 428: Sustainability Exchange. Projects will involve teamwork with Engineering students of different backgrounds. The course will contribute to Team WUSTL solar decathlon with the following features: energy efficiency: passive design; high performance enclosure; net-zero energy: renewable energy; heat recovery; sustainability: water recycle; carbon neutral; lean construction; resilience: prefabricated house to mitigate natural disasters; Smartness: advanced sensors network; energy management; data visualization; human-centered living adaptability: flexible space; human comfort and perception controls to operate the house to improve productivity and health; an interdisciplinary effort for renewable energy and sustainable buildings.

Credit 3 units.

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#### A46 ARCH 408Q Fabricated Drawings

The course will focus on digital fabrication tools, techniques and image theory to uncover new methods of producing physical images. Images are built in a myriad of methods including physical media or from data. Physical images, as defined in the context of this seminar, will transcend a 2-D limitation to develop thickness. The increase to 2.5-D or 3-D opens opportunities to investigate the use of digital fabrication tools to construct images. In particular, the class will focus on the way information technology continues to have a profound effect on the way we perceive our built environment and the way we represent it. The images that surround us are becoming increasingly easy to generate through information technology. Access to technology both in terms of digital design and output affords the opportunity to reconceive the nature of images. Images are developed through analog, digital or hybrid processes. Their generation is a collaborative interaction between intuition and information processes through clearly defined rules. The scientific theoretician, Peter Galison, discusses the tension between intuition and information on the nature of images in the arts and sciences. Images reveal the intricacy of relations and knowledge, but they are simultaneous deceptive because they bypass the mathematics of pure science. The tension in the arts tends to be between the intuitive, interpretive ability of images as representation versus the image as evidence of a computation-based process. Architectural theoretician Mark Linder talks about how images in architecture are moving away from representations of something else toward a more literal and non-idealized result of a procedure. The image is literally the process of making visible the end result of an operation. Therefore, images are the evidence of the process by which they were generated. As such, the class will develop innovative processes for our digital fabrication equipment to construct images. The projects will develop new methods to use the CNC mill, laser cutters, knife plotter and 3-D printer. New tools may need to be developed and built to enable the image fabrication

process. In parallel with technological development is material experimentation. Students will be highly encouraged to test new materials to program their behavior and interaction with technology.

Credit 3 units.

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**A46 ARCH 409C Watercolor Painting for Architects, Urban Designers and Landscape Architects**

This class will introduce students to different techniques of watercolor painting. The class will focus on teaching students the basics of material selection (paint colors, brushes, various papers), proper paint blending/mixing techniques, creation of unique color palettes, and both smooth wash techniques and painterly brush effects. Students will learn to render site plans of their own project work. There will also be an optional afternoon of pure sketching with paint. One objective is to teach students the methods to create beautiful renderings so that they may choose to apply the techniques to their final studio illustrative work (at the discretion of the student). Grades will be based upon class participation, effort, and final watercolors. Fulfills Analog elective requirement.

Credit 3 units.

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**A46 ARCH 4102 Lively City: Behavioral Studies & Public Space Design**

During this three-day masterclass in Berlin, Germany, 20 students have the opportunity to learn about behavioral studies and the design of public spaces. Working alone and in small groups, students acquire new perspectives and skills that put people and their needs at the heart of the creative process of re-imagining and transforming cities. Livability, lively cities, public life and other concepts describing inviting, vibrant and stimulating urban environments are frequently communicated in new visions for the future of cities today. This focus on "urban life" is a direct reaction to the urban realities created in the 20th century, where increases in our standards of living and the associated city building processes have created areas in which large and increasing numbers of people have become isolated from each other, socially and geographically. Despite our new awareness for the need to plan for a shared and intensified urban life in sustainable cities, we continue to have difficulties in understanding exactly what this "urban life" is, how much of it we truly want and need, and how we can reconcile the often conflicting and simultaneous needs of people for privacy and social stimulation. Employing the examples of University City and the Gateway Arch/Archgrounds the class studies behavior in accessing and using defined sections of both urban areas as a way of dealing with complex urban design challenges in St. Louis. Through field studies and observations each student explores cost-effective and culturally sensitive solutions that can improve the integration of these important urban assets in the City of St. Louis. Open to all graduate students, with priority given to MUD studio and seminar students. Visas are required to travel to England, depending on the passport country of the student. Preparation for visa applications begins on the first day of classes during the spring semester. There is a minimum enrollment of eight by February 1.

Same as A49 MUD 4102

Credit 2 units.

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**A46 ARCH 411 Architectural Design III**

Prerequisite: satisfactory completion of Arch 312.

Credit 6 units.

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**A46 ARCH 411A Architectural Design III (Study Abroad)**

Prerequisite: satisfactory completion of Arch 311 for Bachelor of Design students. Satisfactory completion of Arch 312 for Bachelor of Science students. Twelve hours of studio work a week.

Credit 6 units.

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**A46 ARCH 412 Architectural Design IV**

Prerequisite: satisfactory completion of Arch 411.

Credit 6 units.

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**A46 ARCH 419 Architectural Design III (MARCH 3)**

The third of a three-semester sequence of design studios.

Continues examination of issues raised in ARCH 317 and ARCH 318.

Credit 6 units.

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**A46 ARCH 421U Urbanism: Chicago**

This design research seminar focuses on the urban infrastructure and associated buildings of central Chicago, in and around the areas near the Loop. The Chicago metropolitan area is the third largest in the United States, and from 1870 until the 1950s, Chicago was America's "second city," surpassed in size only by New York City. It remains the densest and most "urban" of the cities of the Midwest, with many examples of complex interconnections between rail lines, highways, and various kinds of pedestrian-oriented urban environments. This seminar combines historical and field research on some of the many architectural urban design interventions in Chicago. Students choose among several topic areas to produce detailed drawings and digital models of specific urban interventions. There will likely be a publication of the work. Topic areas for digital documentation include the pedestrian relationships between transit lines and various buildings and urban complexes, including the large Millennium Park interventions by SOM and others over the Illinois Central railway lines adjacent to Lake Michigan, and Wacker Drive, a 1920s underground limited access highway along the Chicago River, and other projects. Fulfills History/Theory and Urban Issues elective requirement.

Credit 3 units.

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**A46 ARCH 421V Unbuilt Sert**

This design research seminar will focus on the digital simulation of the unbuilt architectural design projects of Josep Lluís Sert (1901-83). This spring we will document and analyze Sert's drawings for St. Botolph's Chapel (1963) designed for the Boston Government Center complex with the goal of virtually "building" it. Sert practiced in Barcelona in the 1930s during the era of the Spanish Republic and later in the U.S. as both architect and planner. He was the President of CIAM (International Congresses of Modern Architecture) from 1947-56, and Dean of the Harvard Graduate School of Design from 1953-69 where he developed urban design as a discipline and academic program. The chapel was an effort to combine elements of Catalan modern architecture with his concept of a modern "New Monumentality" suitable to the postwar world. The seminar will also visit several of Sert's major built projects in the Boston area, and will include presentations by Dean Emeritus Edward Baum, who was job captain on the St. Botolph's chapel project with the Sert, Jackson firm. Students will work in teams to produce detailed digital models of the project to simulate the "built" chapel inside and out. Publication of the work is anticipated.

Credit 3 units. Arch: GACS

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#### A46 ARCH 422H Urban Topographies

This digital seminar introduces students to the basics of geospatial modeling at both regional and local scales, with an emphasis on the creative application of GIS data toward design thinking, site analysis, and speculative urban design. The course explores the potential for GIS data as more than just for inventory and mapmaking, but also as an invaluable creative design tool. A series of digital workshops will touch on a range of cross-platform workflows, from digital cartography to parametric modeling to 3-D animation. Tying this together will be a speculative urban landscape project that the students will model and visualize utilizing the software introduced. This year's iteration will lean more toward an experimental and explorative use of GIS for design, art and visualization. This course is intended to give students the flexibility to approach the syllabus as an independent study or as a supplement to their studio work. Software that will be covered includes ArcGIS, Autodesk InfraWorks, 3DSMax and Grasshopper.

Credit 3 units.

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#### A46 ARCH 423 History of Landscape Architecture

This seminar reviews the history of gardening in the Western tradition from the Renaissance to the present and in the Chinese and Japanese traditions. Park-making, neighborhood design, and the rise of landscape architecture as a profession receive attention, including several classes held at notable St. Louis examples. Course requirements include readings, a design or research project, and a final exam. Fulfills History/Theory elective.

Credit 3 units.

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#### A46 ARCH 423D Videography for Designers

This seminar course examines the practice of capturing, producing and analyzing moving images as a method of inquiry for design. We focus on the analytical and communicative qualities of time-based media (recorded sequences, video, slideshows, animation, simulation, remote sensing, etc.) as a human-landscape intermediary that has the ability to alter understanding and evaluation of the environment. We explore techniques from a range of disciplines — art, design, sociology, anthropology, etc. The course meets weekly for brief lectures/presentations to direct our inquiries, discussion of foundational readings and ideas, media workshops, screenings, local field trips, and/or student presentations of work. Throughout the semester, students generate brief, exploratory work that focuses on methods and techniques, and a larger, final project that engages the themes of the course. Open to all graduate and upper-level undergraduate students, a goal of the course is to blur boundaries between art and design, and to capitalize on their various approaches. No experience with video, animation, or other software is required — only the desire to explore and incorporate time-based methods into individual processes.

Same as A48 LAND 423D

Credit 3 units.

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#### A46 ARCH 424L The Chinese City in Historical Perspective

This seminar examines the development of urban centers in China through history. The city is approached from formal, territorial, political, and socio-economic perspectives, situated in the broader landscape of cultural and environmental changes. Key themes are continuity and change, citizenship and public life, urban form and structural transformations, and infrastructure and the hinterland. The course begins with archaeological and

textual origins of the earliest cities and ends with the staggering growth and globalization of Chinese cities today.

Credit 3 units.

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#### A46 ARCH 4280 Architectural History I: Antiquity to Baroque

This lecture course introduces major historical narratives, themes, sites and architects from ancient Greece to the end of the Baroque period. We take an extended look at the dawn of the modern period in the 15th and 16th centuries through a global perspective, turning eastward from Renaissance Europe to the Ottoman, Mughal, Chinese and Japanese empires. The great chronological and geographic span of this course is pulled together around the themes of (1) classicism and its subsequent reinterpretations, and (2) the pursuit of the tectonic ideal. Our aim is to recognize how these ideological pursuits of modern architecture evolved out of longer historical processes. We also pay close attention to major sites of landscape and urban-scale work. Requirements include a mid-term, final exam and a series of short papers.

Credit 3 units.

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#### A46 ARCH 4284 Architectural History II: Architecture Since 1880

An introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the past 120 years. In addition to tracing the usual history of modern architecture, this course emphasizes understanding of the formal, philosophical, social, technical and economic background of other important architectural directions in a global context. Topics range from architects' responses to new conditions in the rapidly developing cities of the later 19th century, through early 20th-century theories of perception and social engagement, to recent efforts to find new bases for architectural interventions in the contemporary metropolis. This course is required for all MArch 3 students.

Credit 3 units.

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#### A46 ARCH 4288 Architectural History III: Advanced Theory

The third survey class focuses on architectural history and theory after modernism. It examines the rise of architectural theory as a field of inquiry and its links to both critical social theory — including the Frankfurt School — and to contemporary traits of philosophical postmodernity. From the contextual questions of meaning and memory to the examination of post-structuralism, cultural theory and identity politics — including race, gender and ethnicity — the course uses primary textual sources to illuminate drawings, buildings and ideas that defined this seminal moment in architectural history. While the course closely examines this time period of intense search for a new visual language, it also probes contemporary complexities of architecture's continued search for visual and social purpose in an increasingly interconnected world.

Credit 3 units. Arch: GARW, HT

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#### A46 ARCH 430A Special Topics: Oceanic Grounds: Representing the Deep Sea

The myth and materiality of the deep sea — its darkness, depth, buoyancy — has historically rendered it extra-geographic, placing it outside the realm of representation. Yet today, oceans are being transformed and take on new visibility and currency through their commercialization, politicization and legislation. As the sites of globalized industry and transport, oceanic territories are active spaces of public encounter, shared inhabitation, and

cultural exchange. Despite this, their materiality continues to be regarded as an incidental phenomenon — the blank, flat surface against which named, bounded, and terrestrial bodies emerge. Taking different perspectives from history, activism, geopolitics, cartography and design, the seminar draws from a diverse set of contemporary scholars and travelers to better understand the spatiality of the deep sea. What is the role of the architect in investigating, describing and visualizing this space of alternative imagination? Can ocean territories be configured as ground — a source of livelihood and the space of everyday life? The seminar is organized around three themes: Migration and Refuge, Urbanization and Trade, and Mapping and Representation. A series of readings and discussions lead up to a mapping project, in which students are asked to redraw the complexities and spatial structures of the deep sea. Credit 3 units.

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**A46 ARCH 430B Special Topics: Reality Capture and Design Process (lasers + drones + perception)**

We are on the very cusp of a revolution that introduced a widespread integration of autonomous robotics in processes that are associated with design and construction. This shift, that despite its various connotations, is not here to render knowledge, skill and experience as obsolete, but to supplement a specific set of tedious and repetitive tasks that are often regarded as the very core of lost productivity or inability to truly capture built environment. Today's design and construction industry is plagued with inefficiencies starting with contractual agreements, interoperability challenges, completeness of documents, procurement practices, resource planning, inefficient use of equipment and energy on construction sites, and fluctuating costs of materials. The acknowledgment of these inefficiencies creates a suitable environment for the introduction of low cost technological solutions that if implemented correctly can alter the existing dynamic of project delivery. Since 2010, we have witnessed a proliferation of UAVs associated with the reduced cost of their accessibility while pioneering design, engineering and construction companies were investigating how to weave them into their existing processes. The not so apparent drawback of this line of reasoning is in its inability to tap into the full potential of robotics and AI, thus concealing the ability of new technology to impact the symbiotic relationship between design thinking and omnipresent sensory experience and analysis. Through the exposure to information obtained via reality capture technology and its associated processes of laser scanning, photogrammetry and multispectral analysis, the students will be confronted with several speculative scenarios. Each of these scenarios will take into account virtual quality of captured environment and its temporal reference, while trying to understand how navigate through the concepts of Big Data and universal connectivity. Manipulation of virtual matter and examination of its properties could lead to the capture of movement through time and juxtaposition of its inherent quality with reimagined material presence of the new design. The journey that starts with something as simple as defining the origin of a new synthetic environment and designers ability to operate required technology. Credit 3 units.

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**A46 ARCH 430C Special Topics: Architectural Sketching**

An introduction to architectural sketching — a graphic communication skill that architects and designers use to analyze and document their environments, and to visualize design thinking and creative process. Many class sessions will meet on-site, drawing directly from observation. The first part of

the semester will focus on fundamentals of sketching through the study of existing buildings, their contexts and interiors. Students will expand and refine their observation skills as they use the architectural sketch as a mode of research — exploring elements of architecture: form, material, light; and the relationships between building and context, and building and interior. The second part of the semester will expand to include the architectural sketch as language. Students will learn to use the architectural sketch to explore, confront, develop and translate abstract ideas into visual narrative, creating a record of design thinking and creative process. Prerequisite: Drawing I (X10 XCORE 101) or graduate architecture standing. Credit 3 units.

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**A46 ARCH 430D Special Topics: Making A Net Zero Energy House**

This course will study the state of the art of net zero energy houses of different climates. Topics include introductory the fundamentals of passive and active solar energy systems, day-lighting strategy, energy balance and management for home, and the roles of different types of enclosure, fenestration, solar system, and energy storage, as well as the analysis, integration and optimization of energy systems in a net zero energy house. The course involves climate analysis, building performance simulations based on Design Builder, HERS rating, and carbon footprint assessment. Students will take a large quantity of data analysis to understand the relations between design strategies and performance. The course will consist of lectures, review and discussion of literature, and student projects. The course will contribute to Team WUSTL solar decathlon project, a showcases the integration of reliable cutting-edge and proven technologies in a sustainable way. Credit 3 units. EN: H

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**A46 ARCH 430M Special Topics in History & Theory: The Embodied Renaissance City**

The architectural and urban history of Renaissance Italy tends to fetishize and objectify buildings and spaces, divorcing them from the identities and lived experiences of the people who historically engaged them, reducing them to idealized forms and systems. Using primary sources in translation as well as recent secondary scholarship, this seminar will place the body at the heart of historical analysis of the urban realm, pursuing multiple lines of inquiry and modes of communication, including individual and corporate identities (for example: age; gender; sexuality; marital status; power; monasticism; religion; nationality; guilds; workshops; confraternal and philanthropic groups, and other institutions); events, activities, and experiences (for example: sight, sound, and smell; time, seasons, day and night; rituals, receptions, processions and ephemera; eating and drinking; walking, riding, floating; shopping; gossiping; building; fighting, dueling, war and other aggressive or criminal acts; conquering and colonizing; plague, illness and death; parenthood; prints and book production); urban theory as a vehicle for analysis; historiographic critique and interdisciplinary research; and diagramming, mapping, modeling; researching; writing. Foundational primary documents will include Renaissance urban representations, especially Buonsignori's 1584/94 view of Florence, de' Barbari's ca. 1500 view of Venice, and Bufalini's 1551 view of Rome. We will also visit SLU to consult the recently published facsimile of Bartolomeo Rustici's description of pilgrimage to the Holy Land, which includes rare 15th-century representations of Florence and its environs. We will consider the visual rhetoric of these (largely depopulated) views and consider how current representational tools and narratives might

allow for deeper analysis of and communication about life in the Renaissance city.

Credit 3 units. Arch: GARW, HT

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#### **A46 ARCH 435E Furnish It, With Pieces**

Public space is a key constituent that determines the character of a neighborhood and a city. It is embedded in the urban fabric and it can mediate the relationship between people and their particular surrounding landscape. Urban furniture and hardscape can play an important role in offering a wide range of uses for public spaces. The design of such pieces affects the way people live and experience a particular environment. The ultimate goal of this course is to design, fabricate and install a set of repeatable units to equip a vacant urban lot in order to offer opportunities for social interaction. The seminar focuses on the in-depth understanding and development of ideas based on the technical, experiential and aesthetic exploration of one material: concrete, into one specific application: urban furniture. This seminar builds up on the scope of the Creative Activity Research Grant awarded by the Sam Fox School of Design & Visual Arts where five porous concrete pavers were designed for a vacant plot in North St. Louis. The challenges are: to adapt the given pavers to a new site condition and to propose new urban furniture made out of concrete. It involves the construction of pieces able to equip a gathering space as well as sidewalks that can offer local residents the opportunity to interact with others. This provides not only aesthetic appeal to the residents and visitors, but also allows the possibility of implementing an actual project in an abandon plot in Old North. We will enrich the community with a wide range of training opportunities as each step in the process of making the plaza is used for teaching purposes, from making pavers and other pieces, to salvaging, reusing or repurposing recycled material. Students are asked to design and build concrete urban furniture necessary for the gathering area. The pieces can encompass a wide range of uses: chairs and benches, tables, raised beds, planters, litter bins, modular fencing and mobility-related pieces such as bike racks, bollards and car stoppers. This is an opportunity for hands-on experience. These pieces have to consider the limitations of the material in terms of strength, weight, size, etc.; learning about the material itself as well as the act of construction, assemblage and mass production, which includes methods and technology, ranging from tools to molds. The formwork for the concrete pieces will be built through a process of CNC milling and rubber molds or vacuum formed plastic. The challenges are to define environmentally sensitive strategies for problem solving, conceptual development and poetic expression at both levels of the design process, conceptual and real. Sustainable principles such as the use of recycled materials as an aggregate in the concrete mix are an important consideration. Construction is the ultimate goal of this class. We work in collaboration with Anova, a local manufacturing company dedicated to the design and production of site furnishings. Anova provides some materials and brings their expertise to the project. Credit 3 units.

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#### **A46 ARCH 4362 Advanced Grasshopper**

With a base knowledge of the Rhino+Grasshopper interface, this class will focus on developing an entirely scripted building system. Each student will be given a set of initial parameters (building volume, square footage, percent of transparent/opaque facade, required programmatic elements/size, etc.). They will begin by selecting a formal precedent that will help them determine a structural system. Within this framework, students will develop an algorithmic logic to organize program and then

articulate a responsive skin. The goal of this exercise will be to develop understanding of the potential use of scripting in design. Scripting allows the designer to transform their design dynamically as the parameters change or update. The final output of this class will be detailed, annotated drawings of each student's structural system as well as a 1/4" scale model of a small portion of their design utilizing available tools in the FabLab such as 3-D printing and CNC routing. Students taking this course must have working knowledge of Grasshopper. This class is an advanced class exploring design through generative modeling.

Credit 3 units.

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#### **A46 ARCH 436A Information Modeling and Technology**

This foundation-level course will introduce students to the digital tools of Geographic Information System (GIS), Building Information Modeling (BIM), and Building Performance Analysis (BPA). Its goal is to equip the student with the ability to gather information, analyze it, and make decisions within the information-rich environment of architectural design and construction. Students will develop an understanding of these three seemingly distinct approaches and their role in preserving the quality and quantity of accumulated information for "upstream" use. The topics addressed in the course will be further developed in more advanced courses during subsequent semesters. The introduction of information-gathering principles within GIS will expose students to the wealth of information, such as maps and census data, that is already available, as well as methods of turning raw data into analytical material for use in their design work. This segment of the course not only provides a foundation to ArcGIS, but also leads toward use of this information within applications like Revit Architecture. Creating and managing an information pool of digital GIS and design and construction data and making it available throughout the lifecycle of a project is commonly referred to as BIM. In the second part of this course, we will explore how BIM is being utilized today and learn the basics of one of the leading BIM-compliant applications, Autodesk Revit Architecture 2010. During the third part of this course, students will be introduced to BPA, a process that embodies a holistic approach toward the integration of sustainability and design. By understanding when and how to apply sets of analytical exercises via applications like Ecotact Analysis within the context of Information Modeling, students will develop an understanding of how design decisions have a profound and lasting impact on the overall building sustainability and performance.

Credit 3 units.

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#### **A46 ARCH 436B BIM in Practice**

Building Information Modeling (BIM) is a developing method of creating, sharing and managing project data through a visualized 3-D or 4-D model. While it continues to deliver on an initial promise to increase design consistency and efficiency while minimizing errors, the focus of attention is shifting to the use of BIM to facilitate integrated methods of project delivery. The course explores the use of the BIM platform and the development of data exchange methods in architectural design through a case study and subsequent design project. Students are provided instruction in Revit covering the creation, management and extraction of data from a model, but also look at the technology more broadly, discussing the changes advanced by the deployment of BIM processes in practice. Credit 3 units.

**A46 ARCH 436D Advanced BIM in Practice**

While the adoption of BIM continues to grow across the industry, criticism of its effectiveness as a design tool remains. The foundation of BIM, the creation and management of geometric objects with associated non-geometric data, is often at odds with established methodologies of design. Current practice typically manages this schism by separating design from the use of BIM for documentation and construction. The class will seek to develop methods of design within a BIM environment, not through the translation or reshaping of traditional techniques, but through the design of a methodology that seeks to capitalize on what BIM enables: direct, digital collaboration and the facile management of large data sets. This is not an introductory class. Basic knowledge in Revit (or an alternative BIM software) is required. Skill in other parametric and 3-D modeling software as well as a basic knowledge of Grasshopper or other algorithmic processes is strongly preferred. Students will investigate and design digital processes using a short design brief to enable the investigation.

Credit 3 units.

**A46 ARCH 436E Technology + Tectonic**

Beginning with a rigorous study of three-dimensional grid systems, students will work in pairs to develop conceptual proposals for site-specific hanging installation. Students will examine materiality, grid distortions, and spatial qualities, as well as interactions with natural light and human input. The ideas generated in this course have the potential to directly affect an architectural installation the following semester. Students enrolling in the course should have completed at least one digital seminar as a prerequisite.

Credit 3 units.

**A46 ARCH 438 Environmental Systems I**

Environmental Systems I is the foundation course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context, including ideas of environment, landform, energy, material and space. The class places an emphasis on each student developing their own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The class is organized around the themes of climate, site and energy. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through "passive" strategies. The theme of site expands the idea of the architectural project to examine landform, position, access and region. The theme of energy looks at architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels. Two goals for the class are to provide students with ways of thinking about and of working with issues of sustainability which can inform their design practice, and to equip them with the basic knowledge needed to continue within the technology sequence.

Credit 3 units.

**A46 ARCH 438I Environmental Systems I: Site Planning**

Environmental Systems I, site planning module, addresses the relationship between buildings and an expanded idea of context, including environmental, material and spatial realms. The class places an emphasis on each student developing their own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The theme of site expands the idea of the architectural project

to examine landform, position, foundation, access and region. Two goals for the class are, first, to provide students with ways of thinking about and of working with issues of sustainability, which can inform their design practice, and second to equip students with the basic knowledge needed to continue within the technology sequence. Only students who have received a partial waiver for A46 438 Environmental Systems I may register for this course.

Credit 1 unit.

**A46 ARCH 439 Environmental Systems II**

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile: solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication — all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both *form* and *performance* throughout the design process. Prerequisites: Environmental Systems I & Building Systems I.

Credit 3 units.

**A46 ARCH 439I Environmental Systems II: Acoustics**

The Acoustics Workshop is designed for students that have been partially waived from Environmental Systems II with the exception of the acoustics portion. The workshop joins the Environmental Systems II class for only the lectures on the topic of acoustics. The class will cover the design of acoustic environments starting from the physics of sound, the design room acoustics, identifying noises sources, and investigating methods for noise mitigation.

Credit 1 unit.

**A46 ARCH 439H Environmental Systems II (Berlin)**

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile: solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication — all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both *form* and

*performance* throughout the design process. Prerequisites:  
Environmental Systems I & Building Systems I.  
Credit 3 units.

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#### A46 ARCH 445 Building Systems

Building Systems will examine the performance and properties of building materials, both traditional and new, through an analysis of assemblies and related systems. Investigations of wood, masonry, steel and concrete and the integration of relevant building systems will provide the fundamental structure for the course. All systems will be investigated relative to their architectural purpose, impact on the environment, relationship to culture/context, technical principles and will also consider manufacturing, construction, our profession and the society in which we practice. Moreover, the course will also examine the performance characteristics of contemporary enclosure technology and explore the impact these technologies are having on design thinking. Although we will focus primarily on the aforementioned topics, we will also identify and consider the impact of other parameters on design and performance such as: building codes, role of the profession, health and life safety, systems integration, sustainability and industry standards. The course strives to provide students with a sound familiarity and understanding of traditional building systems in wood, steel and concrete; as well as the skills necessary to represent these systems. The course also seeks to expose students to the material and poetic potential of these technologies related to the making of architectural environments.  
Credit 3 units.

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#### A46 ARCH 447A Structures I

Statics and strength of materials through beam and column theory. Loads are defined and states of stress are identified and analyzed. The context of structural behavior is identified and optimal structural behavior and material efficiency structural design is reviewed. Form-active, bulk-active and vector-active structural options are explored relative to the transference of load along the length of structural members. The course applies structural theory to the analysis and design of structural members — beams, trusses, arches and columns.  
Credit 3 units.

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#### A46 ARCH 448A Structures II

Continuation of Arch 447A with consideration of the effects of forces on structural members of various materials. Introduction to the design of structural members in steel, reinforced concrete and wood. Prerequisite: Arch 447A.  
Credit 3 units.

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#### A46 ARCH 452K The Ambiguity of Scale: Japan's Landscape Tradition

Modernist architects in Japan, particularly those associated with the Metabolist Movement, often used the term "niwa," literally gardens, to describe their urban design projects. The city, land, and sea were both the setting and the object of design interventions. This course will examine the Japanese landscape tradition from antiquity to the 21st century. The approach will be inter-disciplinary, using literature, art, religion, economics, and technology to inform us of how earth, water, air, winds, plantings, views, and architecture were seen and imagined in Japan during successive historical periods. We will look at the cyclical reconstruction of Ise Shrine that took place in 2013, canonical Zen gardens from Japan's early modern period, the advent of modernist landscape principles and techniques in the

20th century, as well as the influence of garden aesthetics on the development of architecture and urban design over time. This course is open to qualified undergraduates. It is also offered as a Methods seminar for undergraduates in the Architectural History minor and fulfills the History and Theory requirement for Master of Architecture students. The maximum enrollment for this course will be 12.  
Credit 3 units.

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#### A46 ARCH 452L The Japanese House

This seminar examines the Japanese house as a modernist idea as it evolved over the course of the 20th century, both within Japan and internationally. The single-family, "tofu-cutter" house came to define Japan's suburban, industrialized landscape in the postwar era, but the type historically emerged out of a certain modernist imagination of Japan's premodern architecture, as architects and critics such as Bruno Taut and Arthur Drexler projected their specific readings of shoin and minka architecture onto a mandate for contemporary practice. The seminar will investigate major strains of domestic architectural design in postwar Japan, paying particular attention to the formalist exercises of Shinohara Kazuo and technology-driven designs of Ikebe Kiyoshi. More contemporary pursuits by SANAA and Atelier Bow-Wow in materiality, transparency, smallness and urban complexities will also be covered. This course satisfies the History/Theory elective requirement.  
Credit 3 units.

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#### A46 ARCH 453A Aviation & Architecture: Air Terminal Design and Emergence of Airport Cities

As seaports and train stations were once hubs of commerce and trade, airports serve as vital engines to today's economy, linking cities and regions to the globalized economic landscape. Surrounding airports, entire cities are emerging both organically and in planned developments, building upon the business related to air travel with office parks, conference centers, hotels, entertainment districts and retail. This seminar will be structured in three parts. In the first part, we will examine the fundamentals of transportation architecture and the way air terminal design has developed. Starting as simple structures on an airfield in the 1920s, airports were designed as heroic modern structures from the 1940s to 1980s, ubiquitous terminals in the 1980s thru early 2000s, and most recently as regionally expressive terminals in the 21st century. Students will research, analyze and present case studies, mapping an understanding of the basic architectural components of air terminal design. In the second part, we will explore the rise of airport cities. Students will work in teams of two to research and analyze the planning, governance, impact and growth of airport cities. Sites we will study include developments around Singapore's Changi, Amsterdam's Schipol, London's Heathrow, Paris' Charles de Gaulle, and Chicago's O'Hare. The third part of the seminar will allow students to select a topic of special interest that spans the scale of terminal design and airport cities. Students will initiate independent research to deliver a final paper and presentation on the topic of their choice related to aviation, transportation architecture and planning. Seminars will be supplemented with guest lectures and will be highly conversational. We will explore opportunities for site visits to both airports and airport cities.  
Credit 3 units. Arch: GACS, HT

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#### A46 ARCH 455A Urban Books

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images

that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: The first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. Same as X10 XCORE 336  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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**A46 ARCH 456B Way Beyond Bigness...or Towards a Watershed Architecture**

2015 marked the 10- and 20-year anniversaries of two seminal events that have challenged architects' relationships to large scale, complex societal issues: 1) the publishing of *S,M,L,XL* in October 1995 that featured Rem Koolhaas' manifesto of "Bigness" and 2) the landfall of Hurricane Katrina just outside of New Orleans in August 2005 that catapulted fields of design into an unprecedented post-disaster context. Students will reconcile these two disciplinary jolts by understanding these seemingly incongruous snapshots of history as jumping off points for new modes for architectural activism and opportunism. Students will design a manifesto, in newspaper format, for a future-based discipline of architecture that sails uncharted realms that are "Way Beyond Bigness." This will require the simultaneous submersion and assertion of architecture within other disciplines; the formulation of alternate modes of representations for emerging practice-based models; the blurring of academic and professional agendas in the urgency of activism; and the integration of multiple scales, interest groups and agendas in ridiculously complex and antagonistic situations. Underpinning Bigness and Hurricane Katrina will be additional case studies, guest lectures and field trips that cover: CIAM and the emergence of urban design; Koolhaas' thesis and OMA's early practice; mega-scale urban renewal projects in St. Louis; contemporary investigations into territorial scales of design; and multiple scales of contemporary, integrated Water-based designs, post-Katrina efforts and beyond. This course fulfills the History/Theory Case Studies elective requirement.  
Credit 3 units. Arch: GACS, GARW, HT

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**A46 ARCH 457B Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis**

This transdisciplinary seminar, bridging humanities and architecture, introduces students to research, theories and debates currently being conducted on issues of segregation, urban policy and sustainability. By placing these debates in a historical and local context students will discover how policy and decisions are entrenched with racial, cultural, physical and socioeconomic segregation, and create the spatial transformation of America's divided cities. Students will learn to evaluate and analyze policy and planning through the framework of Triple Bottom Line Sustainability to understand the physical

manifestation of segregation during growth and decline. CET (<http://www.gephardtinsttute.wustl.edu/cec>) course.  
Credit 3 units. Arch: GACS, HT EN: S

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**A46 ARCH 462H Information Modeling for Sustainable Design**

This course will focus on the principles of sustainable design as examined through Building Performance Analysis (BPA) and applied Building Information Modeling (BIM) methodology. The foundation for this course will be an introduction to BIM and BPA and the significance of both for the future of sustainable architectural design practice supported by analytical modeling. This emphasis on the suitability of building modeling for analytical purposes and on the interpretation of such data will provide the basic knowledge necessary for the second phase of this course, in which students will use a previous or current studio project for an in-depth study of their building's performance in the context of its chosen site. Exploring the interaction between the simulated environment (climate, isolation) and the virtual building with its physical characteristics (materials, assemblies, passive design strategies, heat transfer, daylighting, embedded energy), we will attempt to confirm and test the principles of sustainable design at the schematic level of project development. The model analyzed by each team will provide sufficient comparative information for a design approach whose desired goal is carbon neutrality in the lifecycle of the building. Students will be encouraged to investigate the suitability of analytical modeling software, in the context of critical design methodology. Prerequisites for this course are a basic understanding of BIM methodology and insight into sustainable design practices. Fulfills Digital elective requirement.  
Credit 3 units.

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**A46 ARCH 462M Pattern Recognition**

Interrogates a recent history of architecture replete with pattern. Case studies of patterning in contemporary projects are undertaken through the production of analytical, computational models to reveal an underlying logic of performance and construction. In parallel, the course presents a theoretical survey of related issues in art, psychology, computation and ecology. In this context, pattern is understood as a performative expression of an ecological system, distinct from historical issues of ornament and representations. Informed by the analysis, students then digitally produce an original pattern, both graphically operative and spatially materialized.  
Credit 3 units.

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**A46 ARCH 462N Constructing Ideas**

Constructing Ideas is about creating design concepts and transforming these into built architecture. We will learn how conscious imagination and coherent interventions lead us to ideal realities. This class examines the design and construction process as academic research. We consider the practice of making architecture as a synthesis of analysis, interpretation and transformation. Studies will teach us how a building idea influences its construction and how the knowledge about construction can become the starting-point of an idea. Interrogating design problems and investigating existing typologies as a methodology will lead us to specific answers. We will explore conceptual-artist practices and examine their strategies, learning to lead with intent, play with parameters and question the givens. From there, we will look at examples of Swiss architecture whose early integration of construction in the design process has a long tradition. One could say that

the bearing itself gets designed in Switzerland. We will consider invisible structures and material specificity. Learning this language gives us the ability to transform our ideas into specific architectural expressions and precisely tailored solutions. The form of the seminar is experimental. We consider our meetings to be spatial and contextual interventions, precisely designed like architecture. Sessions will vary, from a lecture to an exhibition, talks, a dinner — the goal is to be very conscious about what we are doing. This process is going to be documented through the whole semester. Each student will create his own design thesis and realize an installation that reflects it. The results will be exhibited and presented to the public.  
Credit 3 units.

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#### **A46 ARCH 463B Emergent Urbanisms**

This course surveys emergent models of urbanization in globalizing cities that thus far defy categorization or exist peripherally in studies of urban form. The goal of the course is to equip students with the theoretical and historical background, the analytical tactics, and the critical awareness necessary to reposition themselves as designers in these increasingly challenging contexts. Through case study examples and supporting readings, the course deciphers the formal, social and environmental effects of particular processes defining new urban spatial configurations in city-regions around the globe. Most of these processes are driven by discourses of "efficiency," such that urban forms are increasingly inflected by economic operating systems as they are subsequently detached from traditional concerns of livability and public interest. Emerging urban assemblages include: massive manufacturing warehouse landscapes or logistical distribution centers and "aerotropolis" transit hubs as well as those spaces left behind by regional restructuring: de-urbanizing (or deliberately erased) environments that contradictorily "enable growth" in other areas (or over the same areas); and the informal settlements that emerge more spontaneously on the margins of mainstream urban policy. Students use their understanding of these spatial and logistical configurations to project creative models for re-direction or engagement. Sources and analytical tactics are drawn from across fields including design, sociology, geography and history. Fulfills Urban Issues elective requirement, MUD-Track elective requirement.  
Same as A49 MUD 463B  
Credit 3 units.

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#### **A46 ARCH 463C Invisible Cities**

This graduate and advanced undergraduate seminar takes as a point of departure the famous 1972 Italo Calvino text that reframes a single city (Venice) as multiple cities, told through a sequence of discrete narratives and descriptions. Each of Calvino's invisible "cities" reflect different emotional and physical environments and possibilities — or impossibilities — for their inhabitants, yet are all still connected through an overarching narrative. Invisible Cities, the course, builds on this premise that a city is not a one-size-fits-all experience (nor a monolithic construct with a uniform constituency), but instead is composed of radically different environments all selectively accessed, depending on one's positionality or relationship to urban redevelopment processes. In places like St. Louis — but in fact in all American cities — residents live out different urban realities or imaginaries, with unequal access to the same services, provisions and processes. A highly visible instance of this occurs along Delmar Blvd in St. Louis where two contrasting lived experiences play out in neighborhoods across from each other on the north-south divide. But this class posits that much

less visible instances of the duplicitous city also exist, in spaces not geographically divided, but (more insidiously) overlaid. The course will focus on this conceptualization of inequality where both privileged and underserved populations co-exist in much more intertwined ways. Within any given block, neighbors live according to different opportunities, for education, health access, police services, or routes to property acquisition and financing. These are the invisible, spatially simultaneous cities; the urban realities that are much harder to see — at least to those who do not live those realities on a day-to-day basis. Like in Calvino's world, urban and lived space is endlessly continuous and accessible for some; for others it is fragmented, even disorienting or opaque. This course will examine, frame, collect and document the various manifestations of invisibility together with the political instruments and policies that produce — and reproduce — it. We will use the St. Louis region as our primary focus, with comparisons to other sites. Our studies will involve a close re/reading of many of the mechanisms of daily governance and urban design such as policies, planning tools, legal, financial and real estate protocols and of course design decisions and processes; i.e., the apparatuses of urban redevelopment that exist right before our eyes. The seminar welcomes both graduate students and advanced undergraduate students from across disciplines. Support for Invisible Cities is provided by the Washington University in St. Louis Ferguson Academic Seed Grant Program granted through the Offices of the Chancellor and Provost and the Olin Business School. Fulfills Urban Issues and MUD Track elective requirement.  
Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A46 ARCH 464A Architecture and Photography**

Seminar deals with issues raised by use of photography by architects, historians and critics. Seminar confronts the assumption that our knowledge of notable buildings and architectural space is based primarily on the photographic image. Photographs are tacitly accepted as objective facts, and the pervasiveness of photography in magazines, books and exhibits as substitute for direct experiences is rarely questioned. Goal of seminar: to foster a healthy skepticism of photographs, and to investigate the role of photography as a means of record and convey complex spatial conditions by the ordering conventions of the frame. While not technical, the course introduces students to technical aspects of photography that are particularly relevant to architectural photography: parallax, lighting, lens distortion, depth of field, format and grain, cropping, photomontage and point of view. Fulfills history/theory requirement.  
Credit 3 units.

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#### **A46 ARCH 465C Art, Design and Entrepreneurship: Creative Placemaking Beyond The City**

This course invites students from diverse areas of interest to engage with the cultural landscape of Marion County and Hannibal, Missouri — a region that, through the work of Mark Twain, popularly epitomizes both rural life and the allure of the Mississippi River. While a quarter of a million tourists visit this area each year to follow in Tom Sawyer's footsteps, the work of local artists, designers and entrepreneurs are innovating the narrative of this place and opening up room for consideration of African-American experience, local food systems, and the complex series of social and economic connections within life along the Mississippi. This course puts that spirit of collaboration and imagination in the hands of students, challenging them to think beyond the borders of their disciplines to create projects that present new connections between place, community

and culture to both rural and urban audiences. The National Endowment for the Arts defines creative placemaking as an opportunity when "public, private, not-for-profit, and community sectors partner to strategically shape the physical and social character of a neighborhood, town, tribe, city, or region around arts and cultural activities." Through fieldwork, research and idea-creation, students collaborate with mentors on the ground to create locally-appropriate projects that address questions of culture and design in the region. Occasional off-campus visits are joined in the classroom to a wide range of readings, case studies, and webstreamed conversations with national leaders across fields. The course concludes with small teams designing a specific plan, event, or project that could later be implemented in the community.

Credit 3 units.

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#### **A46 ARCH 471A Continuity and Transformation**

Throughout history and across cultures, certain ideas, concepts and organizational strategies have persisted in architecture, despite advances in social ideals and technological capabilities. The seminar explores the phenomenon of this continuity with the goal of uncovering the manner in which these ideas and strategies are transformed. Whether classified by use, characteristic form or compositional device, the continuity of these notions is clearly traceable as a body of knowledge waiting to be revealed, understood, assessed and, when valid, built upon. The transformation of ideas and strategies is one of the most fundamental activities of the designer, but relies on careful study. We discover evidence of this phenomenon in vernacular architecture, patterns of settlement and habitation, and in the work on many of our most influential practitioners, such as Le Corbusier, Kahn, Moneo and Zumthor, as well as in the realm of painting and sculpture including Cubism, Suprematism and Expressionism.

Credit 3 units.

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#### **A46 ARCH 472 Sustainable Development**

This seminar is an introduction to the basics of small- to medium-scale development. It will begin with a series of introductory lectures covering the principles and tools of development, such as creating a project performa, basic tax credits, TIFs, and financial structuring of a project; exploring methods of implementing sustainable practices and designs into development-driven projects through marketability, cost-savings, tax credits and other incentives; and investigating the process of real estate development through the use of sustainable ideas and practices in buildings. It will continue with a series of case studies in which the class will examine models of existing developers in terms of these base elements. Finally, students will be asked to develop a project in order to understand the architect-client relationship and how to stimulate recognition of the value and importance of sustainable design in real estate development.

Credit 3 units.

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#### **A46 ARCH 475D Landscapes Through Time: The History of St. Louis' Built Environment**

From the Mississippian mound builders to the urban conditions of the present day, this course will investigate the different approaches of various cultures to creating built environments that meet the needs of their time in terms of landscapes and structures. Using the City of St. Louis as an example, the course will examine the layout and infrastructure of the city at various periods, discussing the effects of technological changes in the

creation of structures, improvements to transportation, facilitation of trade and the effects of these forces on the cultural and built landscape of the city. Each class session will discuss the structures and landscapes that defined individual eras in the history of the city, and the ways in which these were successful or unsuccessful. This course fulfills the History/Theory elective requirement.

Credit 3 units. Arch: GACS, HT

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#### **A46 ARCH 475E History of the Modern Art Museum**

This seminar explores the development of the modern art museum as an architectural type, measured against evolving nature of display objects, curatorial practices, and demands of the viewing public. Since the consolidation of the type in the early 19th century, the art museum has been the primary site where the symbiotic trajectories between artistic and architectural development have played out. Also to be examined is the importation of this program into non-Western countries, which responded with their own canons and classifications of fine art. The course ends with recent case studies where architecture has made new, often aggressive, commentaries on objects it is designed to display. The course is open to graduate students and advanced undergraduate architectural history minors. Fulfills History/Theory elective requirement.

Credit 3 units. Arch: GARW, HT

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#### **A46 ARCH 484B Notations on Florentine Architecture**

This seminar proposes a historical survey of significant buildings and urban spaces in Florence through the graphic documentation and spatial analysis of selected sites and buildings from antiquity to the Renaissance and to modernism. The general framework of our analysis is to understand the relationship between the historic development of the city and its most symbolic architecture. This approach is based on the work of Italian scholars, such as Giulio Carlo Argan, who define the history of architecture as the history of the city. The course is methodically divided into two blocks of exercises. In the first part of the semester, we focus on readings, site visits, sketches, analytical drawings and photos, as well as the mapping of the urban development of Florence. In the second part of the semester, students focus on the tectonic study of specific buildings through the construction of representational and experimental models. Each student's individual work contributes to a collective 2-D and 3-D final project to be presented as an exhibition in the Florence Studio during the spring and to be shown at the College of Architecture in the fall.

Credit 3 units.

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#### **A46 ARCH 486A NOMA National Design Competition**

This course allows students to work collaboratively to develop a comprehensive body of work (including presentation boards, physical models, and animated digital graphics) in response to the National Organization of Minority Architects' (NOMA) Barbara G. Laurie Annual Student Design Competition. Students work in pairs to develop thorough schematic-level solutions. After the midterm review, the class selects the strongest overall team project and uses that as a basis to develop highly detailed plans, elevations, sections, details, 3-D views (animation optional), cultural, sustainable, and accessibility design concepts.

Not only does this activity culminate into a final review, but students submit and formally present their design solution at the annual NOMA Conference: <http://www.noma.net/>. CET (<http://www.gephardtinsttute.wustl.edu/cec>) course.

Credit 3 units.

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**A46 ARCH 488 Architecture Service Learning Practicum**

The Sam Fox School of Design & Visual Arts, College of Architecture, and Graduate School of Architecture & Urban Design give a problem-solving studio workshop about architecture, community and the environment. Fourth- through 10th-grade students from schools in the St. Louis Public School District do 2-D and 3-D hands-on problem-solving projects, use the libraries and computer labs on campus, and are introduced to the field of architecture through lectures and discussions about design projects they undertake. Architecture faculty member Gay Lorberbaum leads the curriculum. Washington University graduate and undergraduate students in architecture participate in the important responsibility of being teaching assistants.

Credit variable, maximum 2 units.

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**A46 ARCH 490 Architecture Service Learning Practicum**

The Sam Fox School of Design and Visual Arts, College of Architecture and Graduate School of Architecture & Landscape Architecture & Urban Design, give a problem-solving studio workshop about architecture, community and the environment. Fourth through 10th grade students from schools in the St. Louis Public School District do 2-D and 3-D hands-on problem solving projects, use the libraries and computer labs on campus, and are introduced to the field of architecture through lectures and discussions about design projects they undertake. Architecture faculty member Gay Lorberbaum leads the curriculum. Washington University graduate and undergraduate students in architecture participate in the important responsibility of being teaching assistants. CET (<http://www.gephardtstitute.wustl.edu/cec>) course.

Credit 2 units.

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**A46 ARCH 490A Explore and Contribute: Collaboration between Washington University and Henry Elementary School**

Principal Esperansa Veal of Henry Elementary School is creating a remarkable place for her students who live in the neighborhood of the Cochran Gardens Federal Housing Project in downtown St. Louis. Principal Veal is clear in her conviction to provide each of her students with both literal and academic nourishment, and is working unceasingly to make the Henry School a safe and creative oasis for children ages pre-school through grade six. Her goal is to have the Henry Elementary School students explore sustainable ways to live during the 21st century. To this end we will emphasize ecological sustainability, environmental health, personal responsibility, leadership and a comprehensive, high quality academic program. With an emphasis on the environmental sciences, energy alternatives and conservation, recycling, organic gardening and the food sciences, and the emerging "green" economy, students will focus on developing the math, science, writing, and hands-on skills that will make them successful leaders to make a difference in improving the environment for humanity. This course invites undergraduate and graduate students from different fields of study to apply their discipline to the goal of designing and teaching hands-on problem-solving projects for students at the Henry Elementary St. Louis Public School, located across the street from Cochran Gardens Housing, at 1220 N. 10th Street. Gay Lorberbaum, with advising from Principal Veal, will work individually with each Washington University student to develop the right fit between the creative contribution each Washington University student wants to offer and the vision Principal Veal has for each age

group of students at Henry Elementary School. Students enrolled in this course will work on-site at Henry Elementary School during the scheduled meeting times. There will be an additional meeting on campus for one hour on Wednesdays at a time to be determined later by the enrolled students. CET (<http://www.gephardtstitute.wustl.edu/cec>) course.  
Credit 3 units.

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**A46 ARCH 499 Senior Capstone in Architecture**

The Senior Capstone in Architecture allows undergraduate students in their final semester of study to pursue individual research projects. All students will participate in shared discussions and presentations, as well as pursue a highly individualized line of research inquiry that potentially starts where a former project left off, supplementing current or previous course work, or investigating a previously unexplored route. The course will culminate in a presentation and defense of a well articulated and developed research project.

Credit 3 units.

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## Landscape Architecture

Visit online course listings to view semester offerings for A48 LAND (<https://courses.wustl.edu/CourseInfo.aspx?sch=A&dept=A48&crslvl=1:4>).

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**A48 LAND 401 Landscape Architecture Design Studio I**

This core studio explores design principles common to architecture and landscape architecture as well as their own specificity. A series of problems focuses on the relation of component to space through conceptual, analytical, formal and perceptual investigations.

Credit 6 units.

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**A48 LAND 402 Landscape Architecture Design Studio II**

In this core studio course, students develop a spatial understanding of landscape architecture through a series of exercises of varying scale and complexity. Building design skills incrementally, students acquire facility with the manipulation of ground plane and the elaboration of vegetation and material strategies at both site and urban scales. The studio fosters an appreciation of landscape architecture as a systemic construct with formal, ecological and social implications.

Credit 6 units.

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**A48 LAND 421 Landscape Representation I: Hand Drafting, Drawing and Sketching**

The beginning course in the representation sequence introduces students to freehand and mechanical representation as a means for developing and communicating design ideas. Students build a basic understanding of orthographic drawing typologies and traditional drawing materials. Emphasis is placed on development of observational skills, building a design vocabulary, basic drawing skills, and the techniques of landscape architecture and architectural representation.

Credit 3 units.

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**A48 LAND 423D Videography for Designers**

This seminar course examines the practice of capturing, producing and analyzing moving images as a method of inquiry for design. We focus on the analytical and communicative

qualities of time-based media (recorded sequences, video, slideshows, animation, simulation, remote sensing, etc.) as a human-landscape intermediary that has the ability to alter understanding and evaluation of the environment. We explore techniques from a range of disciplines — art, design, sociology, anthropology, etc. The course meets weekly for brief lectures/presentations to direct our inquiries, discussion of foundational readings and ideas, media workshops, screenings, local field trips, and/or student presentations of work. Throughout the semester, students generate brief, exploratory work that focuses on methods and techniques, and a larger, final project that engages the themes of the course. Open to all graduate and upper-level undergraduate students, a goal of the course is to blur boundaries between art and design, and to capitalize on their various approaches. No experience with video, animation or other software is required — only the desire to explore and incorporate time-based methods into individual processes. Credit 3 units.

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**A48 LAND 430E Special Topics: Solar Decathlon Landscape Strategy**

A solar decathlon house is currently being designed and constructed by Sam Fox architecture students for entry into the 2017 competition to be held in Denver, Colorado. This summer landscape architecture studio will develop the design and construction drawings for the high-performance landscape system that sustains the house. It will provide energy, light, water and food. Credit 3 units.

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**A48 LAND 452K The Ambiguity of Scale: Japan's Landscape Tradition**

Modernist architects in Japan, particularly those associated with the Metabolist Movement, often used the term "niwa," literally gardens, to describe their urban design projects. The city, land, and sea were both the setting and the object of design interventions. This course will examine the Japanese landscape tradition from antiquity to the 21st century. The approach will be inter-disciplinary, using literature, art, religion, economics, and technology to inform us of how earth, water, air, winds, plantings, views, and architecture were seen and imagined in Japan during successive historical periods. We will look at the cyclical reconstruction of Ise Shrine that took place in 2013, canonical Zen gardens from Japan's early modern period, the advent of modernist landscape principles and techniques in the 20th century, as well as the influence of garden aesthetics on the development of architecture and urban design over time. This course is open to qualified undergraduates. It is also offered as a Methods seminar for undergraduates in the Architectural History minor and fulfills the History and Theory requirement for Master of Architecture students. The maximum enrollment for this course will be 12. Same as A46 ARCH 452k. Credit 3 units.

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**A48 LAND 453 Advanced Planting Design**

This course focuses on both the cultural, environmental, scientific and the technical aspects of planting design. The course is taught in three modular sessions: horticulture and the science of plants; typologies and design such as bosque, grove, glade, allée, meadow, wetlands, hedgerow, etc., and their origins in productive landscapes, application to contemporary landscape architecture; and the practical hands-on experience in the field with both design documentation to installation techniques. The

course offers several field trips to experience urban revitalization, various design typologies, sustainable land use, reclamation and restoration. Credit 3 units.

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**A48 LAND 480B Mapping the Metropolitan Mississippi**

This seminar explores the relationship of city to river through reading, recording and mapping. Students document their research, create proposals and develop simulations and/or prototypes for a site on the St. Louis riverfront. Methods of inquiry combine hand-recording, photography, GIS techniques and DIY devices. The course alternates discussion sessions, field research and lab. Open to all graduate students; undergraduates require the instructor's approval. Credit 3 units.

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**A48 LAND 483A Emergence in Landscape Architecture**

This course investigates the roles of emergence theory in landscape architectural discourse. For the purposes of the course, emergence is considered as the development of new and/or different conditions as a result of disturbance. Disturbance can take many forms, and the phenomena that are subject to disturbance are many and varied. Landscapes are continually disturbed by social, economic and physical disruptions, but cognitive structures, perceptual frameworks and cultural values are also subject to turbulence that, as with landscape disturbance, often leads to innovation, novelty and resilience. The course explains what emergence theory is, where it comes from, how it relates to environmental design in general, and how it has — or could — change the way we design human and nonhuman inhabitations. Through readings, presentations and discussions, students are able to connect the rise of emergence theory in cultures of contemporary thought to its application in practice. The main theme of the course is the potential for emergence theory to enable us to relate qualitatively different modes of existence (human; nonhuman) to each other and through the connections thus established improve the lifeworlds of all. The structure of the course is based around ten key concepts of emergence, as follows: open systems, situation, initial conditions, assemblage, nature cultures, difference, field theories, disturbance, morphogenesis, formless. Each student investigates one of these concepts and presents their findings to the class. Credit 3 units.

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## Sam Fox School of Design & Visual Arts

### Ralph J. Nagel Dean

Carmon Colangelo (<http://www.samfoxschool.wustl.edu/directory/64>)

E. Desmond Lee Professor for Collaboration in the Arts  
MFA, Louisiana State University

### Associate Dean of Students

Georgia Binnington (<http://www.samfoxschool.wustl.edu/directory/143>)  
BA, Washington University

## Associate Dean for Finance

**Bobbe Winters** (<http://www.samfoxschool.wustl.edu/node/470>)  
MBA, Washington University

## Assistant Dean & Registrar

**Cris Baldwin** (<http://www.samfoxschool.wustl.edu/directory/142>)  
BS, Winona State University

## Assistant Dean

**Nicole Allen** (<http://www.samfoxschool.wustl.edu/directory/2695>)  
MA, University of Wisconsin

## College of Architecture/Graduate School of Architecture & Urban Design

**Heather Woofter** (<http://samfoxschool.wustl.edu/directory/494>)  
Director, College of Architecture and Graduate School of Architecture & Urban Design  
Professor  
MArch, Harvard University

## College of Art/Graduate School of Art

**Heather Corcoran** ([http://samfoxschool.wustl.edu/portfolios/faculty/heather\\_corcoran](http://samfoxschool.wustl.edu/portfolios/faculty/heather_corcoran))  
Director, College and Graduate School of Art  
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art  
MFA, Yale University

**Patricia Olynyk** ([http://samfoxschool.wustl.edu/portfolios/faculty/patricia\\_olynyk](http://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk))  
Director, Graduate School of Art  
Florence and Frank Bush Professor of Art  
MFA, California College of the Arts

## Mildred Lane Kemper Art Museum

**Sabine Eckmann** (<http://www.samfoxschool.wustl.edu/directory/158>)  
William T. Kemper Director and Chief Curator  
PhD, University of Erlangen–Nürnberg

## About Us

The Sam Fox School of Design & Visual Arts (<http://www.samfoxschool.wustl.edu>) is a unique collaboration in architecture, art and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu>).

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture (ACSA). In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology (<http://arthistory.artsci.wustl.edu>) in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library (<https://library.wustl.edu/units/artarch>), and the Douglas B. Dowd Modern Graphic History Library (<https://library.wustl.edu/spec/mghl>).

## Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 300 undergraduate and 50 graduate students in Art, as well as 200 undergraduate and 280 graduate students in Architecture. In all, they represent 17 countries, 47 states and the District of Columbia. Roughly 30 percent of undergraduates pursue combined studies within another university area.

Both core and advanced studios integrate contemporary theory and practice. Among the innovative programs are:

- Multidisciplinary courses co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies

are being offered, and a new program of exhibition studies is under development.

- International studios in Barcelona, Buenos Aires, Florence and Helsinki are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Community projects include the University City Sculpture Series, which funds student-designed public artworks; WashUCity, a mentoring program for local high school artists; and Architecture's Building Community/Community Building, which explores relationships between St. Louis' inner city, nearby municipalities and outlying suburbs.

## Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. In the past decade, design faculty have won numerous professional honors while fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum maintains a vital program of exhibitions, publications and educational events. Major thematic shows are drawn from institutions and private collections around the world, while the Contemporary Projects Series highlights nationally and internationally emerging artists. The acclaimed permanent collection includes key works by modern and contemporary artists from Henri Matisse, Pablo Picasso and Jackson Pollock to Christian Boltanski, Candida Hofer and Olafur Eliasson.

Public events include concerts, film screenings, lectures and discussions with distinguished visitors, and museum tours led by student docents. The museum also provides workspace for faculty- and student-curated exhibitions (usually relating to Sam Fox School curriculum). Courses in Art History and Archaeology further complement the critical and practical study of exhibitions while facilitating student involvement in professional curatorial projects.

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, five-building campus for design and the visual arts. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, developed in 1895 by

Frederick Law Olmsted, the founder of American landscape architecture.

The architectural centerpiece is prize-winning Japanese architect Fumihiko Maki's new Kemper Art Museum. This elegant, 65,000-square-foot limestone clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the new Kranzberg Art & Architecture Library, Art History and Archaeology, and the Newman Money Museum, a state-of-the-art numismatics center.

Adjacent to the Kemper Art Museum is Maki's Earl E. and Myrtle E. Walker Hall. The three-story, 38,000-square-foot building contains painting and sculpture studios and the Nancy Spirtas Kranzberg Studio for the Illustrated Book.

Flanking the new buildings are Bixby and Givens Halls — historic homes to Art and Architecture, respectively — as well as Steinberg Hall, Maki's iconic modernist pavilion. Recent renovations include state-of-the-art computing environments; accessible, light-filled studios; additional workspaces; an auditorium; and a café.

## Visiting Artists and Architects

The Sam Fox School invites distinguished academics and professionals to lecture (<http://www.samfoxschool.wustl.edu/calendar/events/lectures>), attend critiques and visit major studios. Recent visitors include:

### 2016–17

Laylah Ali  
Amale Andraos  
Shimon Attie  
Seymour Chwast  
Thorsten Deckler  
Odile Decq  
Tom Friedman  
Silvia Kolbowski  
Howard Lay  
Dan Michaelson  
Wangechi Mutu  
Nancy Owens  
John Douglas Powers  
Philippe Rahm  
Shelley Rice  
Dario Robleto

Martino Stierli

Amanda Williams & Andres L. Hernandez

Michael Williams

Thomas Woltz

Liu Xiaodu

**Email:** samfoxschool@wustl.edu

**Website:** <http://www.samfoxschool.wustl.edu>

## Degree Requirements

### Undergraduate Degree Programs

The College of Architecture offers course work leading to two undergraduate degrees: the Bachelor of Science in Architecture and the Bachelor of Design in Architecture. The requirements for both degrees are the same through the junior year. Students then choose which degree program they wish to pursue.

Further information on the particular requirements and curricular structures of the undergraduate degree programs is listed below.

Students in the College of Architecture select, in consultation with their advisers, a course of study that satisfies the formal degree requirements, addresses their interests, and best meets their overall goals.

Students begin with a Sam Fox School foundation drawing course taken with first-year students in the College of Art and two design courses particular to architecture. They take required courses in the College of Arts & Sciences and electives in architecture and the Sam Fox School.

For the Bachelor of Science degree, students continue to study architecture in depth through the senior year. For those in the Bachelor of Design program, the fourth year offers flexibility in studying outside of architecture or pursuing other electives in architecture and art.

#### Continuing for graduate study years:

Students receiving the Bachelor of Science in Architecture degree can apply to two-year Master of Architecture programs. Students receiving the Bachelor of Design degree with a major in architecture usually apply to three-year Master of Architecture programs (refer to graduate degree programs below).

If a student enters the College of Architecture as a first-year student, they may complete both the bachelor's and the master's programs in a minimum of six years, in a professional degree structure called the 4+2. Using the Bachelor of Science in Architecture degree as the initial basis, the 4+2 curriculum allows a student to spend four years as an undergraduate and two years as a graduate student in the Master of Architecture curriculum (refer to the 4+2 Program (p. 72) information below).

## College of Architecture Requirements

### Students must fulfill the following degree requirements:

#### A. Requirements

1. Writing I: Every student must demonstrate proficiency in reading and writing the English language and must begin to develop mature skills in framing and revising arguments by completing course work as determined by the Department of English with a grade of C- or better. Transfer students must fulfill the Writing 1 requirement by taking CWP 100 College Writing 1 or by review of a writing portfolio. For more information, visit the College Writing Program website (<http://collegewriting.wustl.edu/transfer-student-portfolio>).
2. Math 131 Calculus I (Natural Sciences/Math) with a C- or better
3. Physics 117A General Physics I (Natural Sciences/Math) with a C- or better
4. Humanities (3 units): Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. This area includes courses from literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, as well as some courses in the creative arts such as Dance, Drama, Music and Writing. Courses designated "Art HUM" fulfill a humanities requirement.
5. Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International and Area Studies, Political Science, Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses designated "Art SSC" fulfill the Social and Behavioral Sciences requirement.
6. Art History (Art-Arch 113 History of Western Art, Architecture and Design) with a C- or better
7. Art History (Art-Arch 215 Introduction to Modern Art, Architecture and Design) with a C- or better
8. Courses in Arts & Sciences (18 units)\*
9. Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering (9 units)\*

\*This excludes physical education, lessons, independent studies, internships, Advanced Placement, International Baccalaureate or transfer credit.

#### B. Foundation Courses

1. XCORE 101 Drawing I
2. XCORE 181 Practices in Architecture + Art + Design and XCORE 182 Practices in Architecture + Art + Design

#### C. Sam Fox Commons, Architecture, Art or Design Electives

Every student is required to take at least 6 units of Sam Fox Commons (X10 300-level), Architecture, Art or Design interdisciplinary courses.

**D. Major Required Courses: Bachelor of Science in Architecture**

| Code      | Title   | Units     |
|-----------|---|-----------|
| ARCH 111  | Introduction to Design Processes I                                  | 3         |
| ARCH 112  | Introduction to Design Processes II                                 | 3         |
| ARCH 211B | Introduction to Design Processes III                                | 4.5       |
| ARCH 212B | Introduction to Design Processes IV                                 | 4.5       |
| ARCH 311  | Architectural Design I  | 6         |
| ARCH 312  | Architectural Design II   | 6         |
| ARCH 411  | Architectural Design III  | 6         |
| ARCH 412  | Architectural Design IV   | 6         |
| ARCH 3283 | Architectural History I: Premodern Encounters in World Architecture | 3         |
| ARCH 4284 | Architectural History II: Architecture Since 1880                   | 3         |
| ARCH 438  | Environmental Systems I   | 3         |
| ARCH 445  | Building Systems  | 3         |
| ARCH 447A | Structures I  | 3         |
| ARCH 448A | Structures II   | 3         |
|           | One History/Theory or Urban Issues elective                         | 3         |
|           | Electives   | 3         |
|           | <b>Total Units</b>  | <b>63</b> |

**E. Major Required Courses: Bachelor of Design, Major in Architecture**

| Code      | Title   | Units     |
|-----------|---|-----------|
| ARCH 111  | Introduction to Design Processes I                                  | 3         |
| ARCH 112  | Introduction to Design Processes II                                 | 3         |
| ARCH 211B | Introduction to Design Processes III                                | 4.5       |
| ARCH 212B | Introduction to Design Processes IV                                 | 4.5       |
| ARCH 311  | Architectural Design I  | 6         |
| ARCH 312  | Architectural Design II   | 6         |
| ARCH 3283 | Architectural History I: Premodern Encounters in World Architecture | 3         |
| ARCH 3284 | Architectural History II: Architecture Since 1880                   | 3         |
| ARCH 445  | Building Systems  | 3         |
| ARCH 499  | Senior Capstone in Architecture                                     | 3         |
|           | Architecture Elective (300-level or above)                          | 3         |
|           | Electives   | 21        |
|           | <b>Total Units</b>  | <b>63</b> |

**Typical First-Year and Sophomore Programs for Architecture Students**

The following typical programs for the first and sophomore years are based on the requirements of the College of Arts & Sciences and on the prerequisite introductory architecture sequences for the undergraduate degrees in architecture:

*First Year*

| Code                | Title  | Units     |
|---------------------|--|-----------|
| ARCH 111 & ARCH 112 | Introduction to Design Processes I and Introduction to Design Processes II | 6         |
| XCORE 101           | Drawing I  | 3         |
| XCORE 181           | Practices in Architecture + Art + Design                                   | 1         |
| XCORE 182           | Practices in Architecture + Art + Design                                   | 1         |
| Math 131            | Calculus I   | 3         |
| CWP 100             | College Writing 1  | 3         |
| Art-Arch 113        | History of Western Art, Architecture and Design                            | 3         |
| Art-Arch 215        | Introduction to Modern Art, Architecture and Design                        | 3         |
|                     | Academic Requirements/Electives  | 9         |
|                     | <b>Total Units</b>   | <b>32</b> |

*Sophomore Year*

| Code         | Title   | Units     |
|--------------|---|-----------|
| Physics 117A | General Physics I (special lab required: 0 units)                   | 3         |
| ARCH 211B    | Introduction to Design Processes III                                | 4.5       |
| ARCH 212B    | Introduction to Design Processes IV                                 | 4.5       |
| ARCH 3283    | Architectural History I: Premodern Encounters in World Architecture | 3         |
|              | Academic Requirements/Electives                                     | 15        |
|              | <b>Total Units</b>  | <b>30</b> |

If a student plans to enter the architectural design sequence ARCH 311–ARCH 312 in the fall of the junior year, the student must complete 60 units of academic work by the end of the sophomore year.

**Additional Requirements**

Each undergraduate student shall successfully complete 122 units and at least 30 units in advanced courses (numbered 300, 400 or 500). The 30 units in advanced courses may include the minimum number of advanced units required by the major areas of concentration. Courses required for the major (refer to College of Architecture Requirements) must be passed with a grade of C- or better.

Each student shall spend at least three semesters in full-time residence (at least 12 units per semester) at Washington University. Unless excused by the dean of the College of Architecture, the student must earn the last 30 units at Washington University. The dean of the College of Architecture may waive the full-time residence requirement for students who are employed full-time and have completed at least two years of college.

### Regulations

A. Students may take one non-required course on a pass/fail basis each semester.

B. Students may enroll for credit in only one supervised performance course in any semester. Students may earn a maximum of 12 units toward the degree in supervised performance and/or in group and individual performance courses combined.

## The 4+2 Program: Bachelor of Science in Architecture and Master of Architecture

The College of Architecture's Bachelor of Science degree curriculum leads directly into the Graduate School of Architecture & Urban Design's two-year Master of Architecture degree program, providing for the attainment of the accredited professional degree in six years.

Students who have satisfactorily completed, or who are about to complete, the Bachelor of Science requirements can apply to the Graduate School of Architecture & Urban Design's Master of Architecture degree program by submitting an application to the Graduate Admissions Office and by requesting a review of their undergraduate work by the Graduate Admissions Committee. Admission is not automatic, however, and requires approval from the Graduate Admissions Committee. A portfolio is not required for students in the senior year of the Bachelor of Science curriculum at the time of application.

Bachelor of Science in Architecture students thus accepted into the two-year Master of Architecture degree program are required to complete the following courses to fulfill the requirements of the MArch 2 degree:

| Code      | Title  | Units |
|-----------|--|-------|
| ARCH 511  | Architectural Design V                       | 6     |
| ARCH 512  | Architectural Design VI                      | 6     |
| ARCH 538C | Advanced Building Systems                    | 3     |
| ARCH 580  | Design Thinking: Research and Design Methods | 3     |
| ARCH 611  | Architectural Design VII                     | 6     |
| ARCH 616  | Degree Project                               | 6     |

|             |                         |    |
|-------------|-------------------------|----|
| ARCH 646    | Professional Practice I | 3  |
| Total Units |                         | 33 |

Additionally, students entering the two-year Master of Architecture degree program with the college's Bachelor of Science degree must complete course work not addressed during the Bachelor of Science curriculum, as follows:

1. Completion of both ARCH 438 Environmental Systems I and ARCH 439 Environmental Systems II;
2. Completion of at least one elective course in Architectural History and Theory; and
3. Completion of at least one elective course in Urban Issues.

Students in the MArch 2 degree program have 18 units (six courses) of additional elective credits to complete.

### Information

For more information about graduate degree programs and requirements, contact the Director of Graduate Admissions, Graduate School of Architecture & Urban Design, Sam Fox School of Design & Visual Arts, Washington University in St. Louis, Campus Box 1079, One Brookings Drive, St. Louis, MO 63130-4899, or send an email to: samfoxschool@wustl.edu.

### Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose to major in architecture and minor in another subject; major in architecture and choose a second major in another area within the College of Arts & Sciences; or major in architecture and choose a second major in an area from a different undergraduate school.

## Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship, the Office of the Dean compiles, at the end of each academic year, a list of those students whose work has been particularly worthy of commendation. Students will be eligible for the Dean's List if they:

1. Have earned at least 14 credit hours per semester under the "credit" grade option; this excludes the grade options of "pass/fail" and "audit" and courses in University College, and;
2. Achieve a semester grade point average of 3.5 or higher.

All undergraduate students meeting these criteria are candidates for the Dean's List unless they notify the Office of the Dean in writing that they do not wish to be considered.

**Latin Honors:** Graduating students may be considered for Latin Honors (cum laude, magna cum laude, or summa cum laude) as determined by the dean.

## Special Awards, Medals and Prizes

### Undergraduate

**Betty Lou Custer Award.** The St. Louis Chapter of the American Institute of Architects presents a book award in memory of Betty Lou Custer, longstanding executive director of the chapter, to an outstanding graduate receiving either undergraduate degree. In recognition of Custer's service to the profession of architecture, the prize is awarded to a student who has contributed willing service to the College of Architecture.

**Faculty Award.** The faculty of the College of Architecture offers a book award to an outstanding BDes or BS undergraduate in the college.

**Sophomore Book Prize.** Presented to an outstanding sophomore who has completed the basic design sequence within the college. Given in honor of Leslie J. Laskey, professor emeritus, whose inspired teaching formed the basis of the basic design program and whose influence is carried on in the lives and work of the students who studied with him.

### Graduate

**Alpha Rho Chi Medal.** Alpha Rho Chi, a national social fraternity in architecture, awards a medal to the graduating sixth-year student who has shown an ability for leadership, has performed willing service for the Graduate School of Architecture & Urban Design, and has given promise of real professional merit.

**American Institute of Architects Medal.** Each year, the AIA medal is awarded to a member of the graduating class in recognition of scholastic achievement, character and promise of professional ability. The student so honored receives the engraved medal. The runner-up also may be awarded a certificate, depending on the decision of the faculty. The awards are made in the name of the Henry Adams Fund by the AIA.

### All School

**James Walter Fitzgibbon Prize.** Mrs. James Fitzgibbon and friends of the family established a fund to honor Professor Fitzgibbon's memory and to recall his long and distinguished service on the faculty of Architecture. The annual income from this fund provides for the Fitzgibbon Prize, given to a 300- to 600-level student who has the winning solution to a one-day sketch problem.

**William Tao Prize.** Established by William K.Y. Tao, P.E., alumnus, emeritus trustee and affiliate professor at Washington University, the William Tao Prize provides an annual cash award to students who have demonstrated excellence in the understanding and application of building systems in architecture, including illumination, electrical and mechanical engineering, and energy-efficient design.

**Frederick Widmann Prize in Architecture.** Through a bequest from the late Frederick Widmann, an annual prize of at least \$1,500 is offered to the best architectural student in the university. The selection is made by the faculty of the architecture college.

## Scholarship Funds

### Scholarships with Applications

**St. Louis Chapter American Institute of Architects Scholarship Fund.** For students from the St. Louis metropolitan area who have completed the first two years of their architectural studies. Inquiries should be addressed to the St. Louis Chapter AIA, 911 Washington Ave., #225, St. Louis, Missouri 63101. Separate application is required.

**The James W. Fitzgibbon Scholarship in Architecture.** Awarded to support four years of study leading to either undergraduate architecture degree. The Fitzgibbon Scholar is selected in recognition of outstanding academic performance and promise in the field of architecture. The scholarship is in the amount of full tuition, renewable for a total of four years of undergraduate study. Up to five partial-tuition scholarships are also available. For more information, contact the Office of Undergraduate Admissions (<http://www.samfoxschool.wustl.edu/admissions/undergraduate>). Separate application is required.

### Scholars in Architecture

The Scholars in Architecture program provides named scholarship funds that have been donated to the university by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process. The total amount of the student's financial assistance package does not change.

## Academic Regulations

Students in the College of Architecture are required to complete a minimum of 39 academic credits in Arts & Sciences. An additional 9 academic credits can be taken in Architecture, Art, Design, Arts & Sciences, Business or Engineering. These 48 credits exclude University College, physical education, lessons, independent studies, internships, Advanced Placement, International Baccalaureate or transfer credit.

No more than 15 units of transfer or pre-matriculation credit from all sources — Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels — will be awarded. The units of credit awarded do not apply toward the 48 credits required in Arts & Sciences.

## Academic Integrity

Students and members of the faculty of a university have an obligation to uphold the highest standards of scholarship. Plagiarism or other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community,

an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar (<http://registrar.wustl.edu/university-policy-information>).

## Attendance

Regular attendance at all classes and studio meetings is expected of each student. If, in the opinion of the instructor, any student has accumulated absences to such an extent as to preclude the possibility of satisfying the course requirements, the student's registration in that course will be canceled, subject to the approval of the dean.

## Units and Grades

A unit is the amount of credit given for one hour of lecture or up to three hours of studio work a week for one semester. All students in the College of Architecture may take one nonrequired course on a pass/fail basis each semester. All students in the Graduate School of Architecture & Urban Design may select one of the following two grading options as they register for each semester: (1) grade option or (2) pass/fail option. Under the grade option, a student may take one nonrequired course under pass/fail. Under the pass/fail option, all courses must be taken pass/fail.

Symbols used for both options have the following meanings:

| Grade | Meaning                 | Points per Unit |
|-------|-------------------------|-----------------|
| A     |                         | 4.0             |
| A-    |                         | 3.7             |
| B+    |                         | 3.3             |
| B     |                         | 3.0             |
| B-    |                         | 2.7             |
| C+    |                         | 2.3             |
| C     |                         | 2.0             |
| C-    |                         | 1.7             |
| D+    |                         | 1.3             |
| D     |                         | 1.0             |
| D-    |                         | 0.7             |
| F     |                         | 0.0             |
| P#    | Pass                    |                 |
| F#    | Failing                 |                 |
| I     | Course work incomplete* |                 |
| W     | Withdrawal              |                 |
| R     | Repeat                  |                 |
| L     | Successful audit        |                 |
| Z     | Unsuccessful audit      |                 |
| N     | No grade submitted      |                 |

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well.

In addition to grading under either the regular grade option or the pass/fail option, instructors teaching architectural design courses complete an evaluation form for each student; a copy is made available to the student, and the original is filed in the student's folder in the Office of the Dean.

\*This grade signifies that the student has not completed part of the work for a semester (exclusive of examinations), but has satisfactorily completed the rest of the work. A student must remove a grade of I as indicated below.

## Auditing a Course

With prior approval from their academic adviser, students may audit an elective course.

## Pass/Fail Option

Students may take one non-required course on a pass/fail basis each semester.

## Incomplete Grades

Incomplete marks in all architectural design courses (100- to 600-level) must be removed by the first day of classes of the following semester. Failure to remove the incomplete will prevent the student from continuing in another architectural design course.

In all other courses, the grade of I must be removed no later than the last day of classes of the next full semester. On failure to make up an I within the next semester, the student shall automatically receive an F in the course unless explicitly excused by the dean. An F grade, so received, may not be changed. Students will not be allowed to continue in courses requiring prerequisites if the prerequisite has an Incomplete grade. A student who carries more than 9 units of incomplete work may be declared ineligible to re-enroll.

F grades for a semester may be changed only through the last day of classes of the following semester and then only in extraordinary circumstances. The Office of the Dean will approve no changes of F grades after this interval.

## Repeating a Course

When a student retakes a course in which a passing grade has been received, both enrollments will show on the transcript. If the second grade is equivalent to or better than the first grade, the first grade may be changed to R, indicating the re-enrollment upon request of the student and with department approval. If the second grade is lower, both grades will stand. Credit toward the degree will be allowed for only one of the enrollments. When a student retakes a course in which an F has been received, both enrollments for the course will appear on the transcript. If a passing grade is received in the second enrollment, the first

enrollment may be changed to R, indicating the re-enrollment upon request of the student and with the approval of the dean.

## Independent Study

Opportunities for independent study are available to all graduate and undergraduate students. Registration in an independent study course requires sponsorship by an instructor and permission of the dean. A maximum of 5 units (graduate students), 3 units (juniors and seniors), and 1 unit (first-year students and sophomores) may be taken per semester. Independent study courses cannot replace architectural design studios or other required courses. An independent study proposal sheet approved by a faculty sponsor must be submitted to the Office of the Dean at registration time.

## Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. These programs are based on a directed curriculum of urban and building analysis and appreciation. For more information, visit the Study Abroad Programs (PDF) ([http://samfoxschool.wustl.edu/files/Study%20Abroad%20Policy-SFS%20Programs-9-11-15\\_fin.pdf](http://samfoxschool.wustl.edu/files/Study%20Abroad%20Policy-SFS%20Programs-9-11-15_fin.pdf)) on our website.

Architecture students are eligible to participate in the university's study abroad programs.

## Summer School

The College of Architecture offers a limited number of courses during the summer, primarily ARCH 447A Structures I and ARCH 448A Structures II.

## Minimum and Maximum Loads

First-year and sophomore undergraduates will normally enroll in either 15 or 16 units each semester, although enrollment in up to 18 units is possible. Juniors and seniors in the architecture degree programs are strongly recommended to enroll in no more than 16.5 units each semester in order to maintain focus on the design studio and major requirements. This guideline can only be waived by the dean or undergraduate program chair. The normal load for graduate students is a maximum of 16 units each semester.

An enrollment above 21 units will be charged at the established university rate per hour of the additional credits and must be approved by the dean or undergraduate program chair of the College of Architecture.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 32) for both the annual tuition rate and the per credit hour breakdown applicable to the College of Architecture.

Partial load enrollment is possible when circumstances warrant it and requires the permission of the dean.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of an academic adviser, the associate dean of students, or the dean.

## Academic Warning, Probation, and Suspension

A student whose semester grade point average is below 2.0 (grade of C) or who falls below a pace of 66 2/3 percent (number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester grade point average is still below 2.0 or the pace is below 66 2/3 percent, the student may be ineligible for normal advancement or may be suspended. While the College desires to give all students the opportunity to prove themselves, it is not in the best interest of either the student or the College to permit a student to continue indefinitely in educational programs in which they are not producing satisfactory results.

The probation status serves as a warning that unless the quality of work improves, the student may be subject to dismissal because of academic deficiency. A student dismissed for academic deficiency will not be eligible for readmission until they have demonstrated, under the conditions set for each individual case, their ability to do satisfactory work.

A student will be removed from academic probation when their cumulative grade point average is above 2.0 and they are meeting the "pace" of 66 2/3 percent for Satisfactory Academic Progress.

In support of the student, the Registrar's Office will work with the student to develop a plan for success. In order to succeed, the student must understand the causes of their current situation, identify what needs to change, and implement and review the plan.

A student who receives two or more grades of F in a semester will be placed on academic warning for the following semester. The warning serves as a notice that unless the student passes all courses in the following semester, they will be placed on academic probation.

No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity policy.

## Leave of Absence

A student may request a voluntary leave of absence for one or two semesters when individual circumstances, professional, medical or personal, warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any

requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a letter of verification from Student Health Services.

A student returning from a leave of absence must submit a written letter stating their intention to re-enroll by July 1 (returning in the fall semester) or December 1 (returning in the spring semester). In the case of a medical leave of absence, a letter of clearance is required from Student Health Services before a student will be permitted to re-enroll.

International students requesting a leave of absence must contact their adviser at the Office of International Students and Scholars (OISS) to discuss how the leave might affect their visa status.

A leave of absence assumes that the student will not be taking any academic work at another institution.

## Transfer Credit

Architecture students must complete the required Calculus I and Physics courses at Washington University with a grade of C- or better unless the student has received Advanced Placement (AP) or International Baccalaureate (IB) credit for these courses. Students wishing to transfer credit for other courses completed at another institution should bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for pre-approval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA. College courses taken to earn credit for high school graduation will not be considered for transfer. Washington University does not transfer credits for courses taken online. Non-Washington University courses do not count toward the 39 units of academic credit required in Arts & Sciences or the 9 units of academic credit required in Architecture, Art, Design, Arts & Sciences, Business or Engineering. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity policy.

## Intent to Graduate

Every candidate for a degree is required to file an "Intent to Graduate" in WebSTAC in order to participate in Commencement exercises. The deadlines for filing can be found on the University Registrar website (<http://registrar.wustl.edu/student-records/graduation/intent-to-graduate>). A student must have a minimum 2.0 cumulative grade point average to graduate.

## Retention of Student Work

The College of Architecture and Graduate School of Architecture & Urban Design reserve the right to retain any student work

submitted for course credit. Normally this work will be returned to the student at the end of the semester, except that which has been retained for publications, exhibitions or accreditation reviews. It is highly recommended that students photographically reproduce or electronically store their work in order to keep a record of their work.

## Administration

**Heather Woofler** (<http://samfoxschool.wustl.edu/directory/494>)  
Director, College of Architecture and Graduate School of Architecture & Urban Design  
Professor  
MArch, Harvard University

**Igor Marjanovic** (<http://samfoxschool.wustl.edu/directory/486>)  
Chair, Undergraduate Programs  
Professor  
PhD, Bartlett School of Architecture, University College of London

## Majors (directory)

The College of Architecture offers Bachelor of Design in Architecture and Bachelor of Science in Architecture degrees. For more information, visit the following page:

- Architecture (p. 40)

## Minors (directory)

Below is a list of minors offered by the College of Architecture. Visit the Minors section of the College of Architecture (p. 40) in this *Bulletin* to view more information about a specific minor.

- Architectural History and Theory
- Architecture
- Landscape Architecture
- Urban Design

## Art

### Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts (<http://samfoxschool.wustl.edu>) is a unique collaboration in architecture, art and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu>).

### A Professional Art College Within a University

The College of Art offers students the opportunity to study art or design while taking both required and elective courses through other schools and divisions of the university. The College of Art, which has its own faculty and facilities, has been a degree-conferring division of Washington University since 1879.

Undergraduate students at the College of Art have a wide variety of options from which to choose to meet their individual needs and to satisfy their interests. The Bachelor of Fine Arts (BFA) curriculum has been designed around the philosophy that the study of art has no natural boundaries; all human experience — intellectual, technological and social — can at some point become part of the purposes of an artist or designer. College of Art courses provide a structural base upon which students are able to build.

When students major in art at Washington University, they may choose to study communication design, fashion design, and art with optional concentrations in painting, photography, printmaking or sculpture.

Our diverse student body is composed of young people who have records of high achievement in both art and academic subjects. Because the college provides such a comprehensive learning environment, it is an excellent place for a student to mature as an artist or designer.

### Facilities

The College of Art studios are in William K. Bixby Hall, Earl E. and Myrtle E. Walker Hall, Mark C. Steinberg Hall, and Lewis Center. Bixby Hall, located on the university's Danforth Campus, was built for the College of Art in 1926. Walker Hall was completed in the summer of 2006 as part of the Sam Fox School of Design & Visual Arts. The renovation of Steinberg Hall was completed in fall 2007. Lewis Center, located one mile from

the Danforth Campus, offers 28,000 square feet of space for graduate studios.

Resources at the College of Art include the Whitaker Learning Laboratory, which has computers and software for graphics and design, as well as video equipment, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book, located in Walker Hall.

**Phone:** 314-935-6500  
**Email:** [artinfo@samfox.wustl.edu](mailto:artinfo@samfox.wustl.edu)  
**Website:** <http://samfoxschool.wustl.edu/node/4145>

## Faculty

### Endowed Professors

**Michael Byron** ([http://samfoxschool.wustl.edu/portfolios/faculty/michael\\_byron](http://samfoxschool.wustl.edu/portfolios/faculty/michael_byron))

Kenneth E. Hudson Professor of Art  
MFA, Nova Scotia College of Art and Design

**Carmon Colangelo** ([http://samfoxschool.wustl.edu/portfolios/faculty/carmon\\_colangelo](http://samfoxschool.wustl.edu/portfolios/faculty/carmon_colangelo))

E. Desmond Lee Professor for Collaboration in the Arts  
MFA, Louisiana State University

**Heather Corcoran** ([http://samfoxschool.wustl.edu/portfolios/faculty/heather\\_corcoran](http://samfoxschool.wustl.edu/portfolios/faculty/heather_corcoran))

Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art  
MFA, Yale University

**Patricia Olynyk** ([http://samfoxschool.wustl.edu/portfolios/faculty/patricia\\_olynyk](http://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk))

Florence and Frank Bush Professor of Art  
MFA, California College of the Arts

### Professors

**Ken Botnick** ([http://samfoxschool.wustl.edu/portfolios/faculty/ken\\_botnick](http://samfoxschool.wustl.edu/portfolios/faculty/ken_botnick))

BBS, University of Wisconsin

**Lisa Schneider Bulawsky** ([http://samfoxschool.wustl.edu/portfolios/faculty/lisa\\_bulawsky](http://samfoxschool.wustl.edu/portfolios/faculty/lisa_bulawsky))

MFA, University of Kansas

**D.B. Dowd** ([http://samfoxschool.wustl.edu/portfolios/faculty/db\\_dowd](http://samfoxschool.wustl.edu/portfolios/faculty/db_dowd))

MFA, University of Nebraska–Lincoln

**Ron Fondaw** ([http://samfoxschool.wustl.edu/portfolios/faculty/ron\\_fondaw](http://samfoxschool.wustl.edu/portfolios/faculty/ron_fondaw))

MFA, University of Illinois at Urbana

**Jeff Pike** ([http://samfoxschool.wustl.edu/portfolios/faculty/jeff\\_pike](http://samfoxschool.wustl.edu/portfolios/faculty/jeff_pike))

MFA, Syracuse University

**Buzz Spector** ([http://samfoxschool.wustl.edu/portfolios/faculty/buzz\\_spector](http://samfoxschool.wustl.edu/portfolios/faculty/buzz_spector))  
MFA, University of Chicago

**Stan Strembicki** ([http://samfoxschool.wustl.edu/portfolios/faculty/stan\\_stembicki](http://samfoxschool.wustl.edu/portfolios/faculty/stan_stembicki))  
MFA, California Institute of the Arts

## Associate Professors

**Jamie Adams** ([http://www.samfoxschool.wustl.edu/portfolios/faculty/jamie\\_adams](http://www.samfoxschool.wustl.edu/portfolios/faculty/jamie_adams))  
MFA, Pennsylvania Academy of Fine Arts

**John Hendrix** ([http://samfoxschool.wustl.edu/portfolios/faculty/john\\_hendrix](http://samfoxschool.wustl.edu/portfolios/faculty/john_hendrix))  
MFA, School of Visual Art

**Richard Krueger** ([http://samfoxschool.wustl.edu/portfolios/faculty/richard\\_krueger](http://samfoxschool.wustl.edu/portfolios/faculty/richard_krueger))  
MFA, University of Notre Dame

**Arny Nadler** ([http://samfoxschool.wustl.edu/portfolios/faculty/arny\\_nadler](http://samfoxschool.wustl.edu/portfolios/faculty/arny_nadler))  
MFA, Cranbrook Academy of Art

**Franklin Oros** ([http://samfoxschool.wustl.edu/portfolios/faculty/franklin\\_oros](http://samfoxschool.wustl.edu/portfolios/faculty/franklin_oros))  
BS, Western Michigan University

**Tim Portlock** ([http://samfoxschool.wustl.edu/portfolios/tim\\_portlock](http://samfoxschool.wustl.edu/portfolios/tim_portlock))  
MFA, University of Illinois

**Mary Ruppert-Stroescu**  
PhD, University of Missouri-Columbia

**Robin VerHage-Abrams** ([http://samfoxschool.wustl.edu/portfolios/faculty/robin\\_verhage\\_abrams](http://samfoxschool.wustl.edu/portfolios/faculty/robin_verhage_abrams))  
MFA, University of Michigan

**Denise D. Ward-Brown** ([http://samfoxschool.wustl.edu/portfolios/faculty/denise\\_ward\\_brown](http://samfoxschool.wustl.edu/portfolios/faculty/denise_ward_brown))  
MFA, Howard University

**Cheryl Wassenaar** ([http://samfoxschool.wustl.edu/portfolios/faculty/cheryl\\_wassenaar](http://samfoxschool.wustl.edu/portfolios/faculty/cheryl_wassenaar))  
MFA, University of Cincinnati

**Monika Weiss** ([http://samfoxschool.wustl.edu/portfolios/faculty/monika\\_weiss](http://samfoxschool.wustl.edu/portfolios/faculty/monika_weiss))  
MFA, Academy of Fine Arts, Warsaw

## Assistant Professors

**Penina Acayo** ([http://samfoxschool.wustl.edu/portfolios/penina\\_acayo](http://samfoxschool.wustl.edu/portfolios/penina_acayo))  
MFA, Kent State University

**Chrissi Cowhey** ([http://samfoxschool.wustl.edu/portfolios/chrissi\\_cowhey](http://samfoxschool.wustl.edu/portfolios/chrissi_cowhey))  
MFA, Rhode Island School of Design

**Jonathan Hanahan** ([http://samfoxschool.wustl.edu/portfolios/jonathan\\_hanahan](http://samfoxschool.wustl.edu/portfolios/jonathan_hanahan))  
MFA, Rhode Island School of Design

## Visiting Assistant Professors

**Rebecca Leffell**  
MFA, Rhode Island School of Design

**Shreyas Ravikrishnan**  
MFA, Maryland Institute College of Art

**Emmy Thelander**  
MFA, Yale University

## Senior Lecturers

**Mary Borgman** ([http://samfoxschool.wustl.edu/portfolios/faculty/mary\\_borgman](http://samfoxschool.wustl.edu/portfolios/faculty/mary_borgman))  
MFA, Fontbonne University

**Audra Hubbell**  
MFA, University of Illinois at Chicago

**Jennifer Ingram** (<http://samfoxschool.wustl.edu/directory/6509>)  
BFA, Washington University

**Noah Kirby** (<http://samfoxschool.wustl.edu/directory/517>)  
MFA, Washington University

**Jon Navy** (<http://samfoxschool.wustl.edu/directory/527>)  
MFA, School of the Art Institute of Chicago

**Tom Reed** ([http://samfoxschool.wustl.edu/portfolios/tom\\_reed](http://samfoxschool.wustl.edu/portfolios/tom_reed))  
MFA, University of Iowa

**Jennifer Colten Schmidt** ([http://samfoxschool.wustl.edu/portfolios/faculty/jennifer\\_colten\\_schmidt](http://samfoxschool.wustl.edu/portfolios/faculty/jennifer_colten_schmidt))  
MFA, Massachusetts College of Art

**Linda Solovic** ([http://samfoxschool.wustl.edu/portfolios/faculty/linda\\_solovic](http://samfoxschool.wustl.edu/portfolios/faculty/linda_solovic))  
BFA, Washington University

**Lindsey Stouffer** ([http://samfoxschool.wustl.edu/portfolios/faculty/lindsey\\_stouffer](http://samfoxschool.wustl.edu/portfolios/faculty/lindsey_stouffer))  
MFA, Washington University

**Enrique von Rohr** ([http://samfoxschool.wustl.edu/portfolios/faculty/enrique\\_von\\_rohr](http://samfoxschool.wustl.edu/portfolios/faculty/enrique_von_rohr))  
BFA, Washington University

## Full-Time Lecturers

**Heather Bennett** (<http://samfoxschool.wustl.edu/portfolios/9362>)  
MFA, Hunter College

**John Early** (<http://samfoxschool.wustl.edu/directory/8198>)  
MFA, Washington University

## Professors Emeriti

**William Fett**

**Joan Hall**

Gene R. Hoefel

Peter Marcus

James McGarrell

Hylarie M. McMahon

William Quinn

W. Patrick Schuchard

Stanley Tasker

## Majors

### Bachelor of Fine Arts

First-year students take Drawing I and II, 2-D Design, 3-D Design, and Practices in Architecture + Art + Design I and II.

Second-year studio courses introduce students to the different areas of focus.

A student's last two years include intense study in their chosen focus area and a capstone experience. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries to guide preparation for a culminating BFA exhibition.

For specific degree requirements, visit the Degree Requirements (p. 131) page for the College of Art.

### The Major in Art

Majors are offered in:

- Art — with optional concentrations in:
  - Painting (<http://samfoxschool.wustl.edu/node/4155>)
  - Photography (<http://samfoxschool.wustl.edu/node/4153>)
  - Printmaking (<http://samfoxschool.wustl.edu/node/4156>)
  - Sculpture (<http://samfoxschool.wustl.edu/node/4157>)
- Communication Design (<http://samfoxschool.wustl.edu/node/9366>)
- Fashion Design (<http://samfoxschool.wustl.edu/node/9367>)

### The Second Major or Minor

Art students may earn a second major or minor in the College of Arts & Sciences, the Olin Business School, or the School of Engineering & Applied Science (computer science) while completing the requirements for the BFA degree. If students choose to take advantage of these opportunities, they will graduate with a BFA degree with two majors — one in Art and one in another school, or a BFA degree with a major in art and a minor in another school.

Students must successfully complete all of the degree requirements for the BFA and all of the requirements for the second major or minor.

The second major and minor option can be completed within four years if careful planning begins during the first year. If a student is interested in these options, they should consult with the associate dean of students in the College of Art.

### Art Education

Students who wish to teach art at the elementary and secondary levels may obtain Missouri state certification by taking additional credit units of required education courses offered by the university's Department of Education in the College of Arts & Sciences. These courses may be taken as academic electives within the BFA program.

In addition to course work in education, prospective art teachers must complete specific courses in general education (communications, humanities, mathematics, natural sciences and social sciences). For information on general education requirements, students should consult with the associate dean of students (Bixby Hall, Room 1) or the Department of Education (Seigle Hall, Room 107). Missouri state certification normally takes an additional semester of study. Application to enroll in the teacher education program is made through the Department of Education and should be done no later than the beginning of the sophomore year. Part of the application process involves successfully passing College Base, an achievement test focused on general education content. (This test is periodically given on the Washington University campus.) Acceptable scores on the SAT or the ACT also must be submitted. Interested students may also apply for admission to the Master of Education degree program offered by the education department.

### Minors

A minor requires a total of 15 credits from F10, F20 or X10 courses with a grade of C- or better. Visit the Sam Fox School website (<http://samfoxschool.wustl.edu/node/10123>) for specific requirements.

Minors are offered in:

- Art
- Design

The minor in art allows students to select five courses from an approved list. Students are able to take courses from across the Art curriculum or cluster their courses in a single disciplinary area — painting, for example. It becomes the choice of each student to select a narrow or wide-ranging set of courses based on interests and goals.

For students in the College of Art, the minor in art is available only to students majoring in communication design or fashion design. Students are able to select from Material and Culture, Art Practice, and Art elective courses. Communication design majors may not count a Material and Culture or Art Practice course toward the minor if using the course to complete major requirements.

Students in the College of Architecture may take any of the courses above plus 2-D Design, 3-D Design, and Drawing II if the course is not being counted toward Architecture degree requirements, as space permits and prerequisites are met.

Students outside the Sam Fox School may take any of the above courses, plus Drawing I, as space permits and prerequisites are met. Art Practice and Special Topics courses may be repeated if the courses are focused on different topics/themes.

The minor in design allows students to take approved courses from across Communication Design, Fashion Design, and the Illustrated Book Studio, mixing and matching courses to suit interests and schedules. Students majoring in art may pursue a minor in design.

Students in other undergraduate degree programs at Washington University may pursue a minor in either art or design.

Students may consult with the associate dean of students or the assistant dean/registrar (Bixby Hall, Room 1). Students declare a minor in WebSTAC.

## Courses

**X10 XCORE** (p. 80): Sam Fox foundation and commons courses

**F10 Art** (p. 85): Art foundation and major studio courses

**F20 Art** (p. 105): Art elective courses

College of Art majors have enrollment priority in F10 and F20 courses. College of Art and College of Architecture majors have enrollment priority in X10 courses. Elective (F20) courses may be offered at the 100-400 levels; students must enroll as applicable — 100-level courses are for first-year students, 200-level for sophomores, 300-level for juniors and 400-level for seniors.

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## Design & Visual Arts — Core (X10)

Visit online course listings to view semester offerings for X10 XCORE (<https://courses.wustl.edu/CourseInfo.aspx?sch=X&dept=X10&crslvl=1:4>).

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### X10 XCORE 101 Drawing I

An introductory course which teaches students to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Emphasis is placed on working accurately from observation, with an introduction to other methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects. This class counts toward the minor in art or minor in design for non-Sam Fox School students. Credit 3 units. Art: FAAM, FADM

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### X10 XCORE 102 Drawing II

Continuing as an introductory course which teaches students to recognize and manipulate fundamental elements of composition,

line, form, space, modeling and color. This course is an intensive studio course which builds on the perceptual and conceptual skills and experiences developed in Drawing I. A main objective is to develop a higher level of critical and studio practice.

Prerequisite: X10 101.

Credit 3 units. Art: FAAM EN: H

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### X10 XCORE 181 Practices in Architecture + Art + Design

This course offers first-year students in architecture and art an introduction to the subjects, theories and methodologies of the disciplines of art, design, architecture, landscape architecture, and urban studies. Examples, drawn from a range of historical periods as well as contemporary practice, highlight distinct processes of thinking and working in each discipline, as well as areas of intersection and overlap. Part 1 of 2.

Credit 1 unit. EN: H

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### X10 XCORE 182 Practices in Architecture + Art + Design

This course offers first-year students in architecture and art an introduction to the subjects, theories and methodologies of the disciplines of art, design, architecture, landscape architecture, and urban studies. Examples, drawn from a range of historical periods as well as contemporary practice, highlight distinct processes of thinking and working in each discipline, as well as areas of intersection and overlap. Part 2 of 2.

Credit 1 unit. EN: H

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### X10 XCORE 301 From Propaganda to Decoration

This is a studio course that is conceptually driven and anchored in the philosophical terrain of the print multiple. The fundamental attributes of the multiple, including its accessibility and repeatability, are from private to public and from political to aesthetic. Given this orientation, we examine the place where the public and private spheres meet. Considering urban communication and social space, reproduction and distribution, gifting and exchange, private practice and public intervention, this course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration.

Credit 3 units. EN: H

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### X10 XCORE 303 Visualizing Information

This project-based studio course brings students from diverse backgrounds in art, architecture and design together to learn to compose information-rich surfaces. The course explores principles of information design on paper initially, and offers the opportunity to extend some applications to the screen. Course topics include content organization, visual structure, hierarchy, typography, color, sequencing, audience and usability. Students have the chance to select subject and media for some of their projects. Projects are supplemented with readings and lectures about contemporary information design, with some historical references. This course combines the rigor of a disciplinary classroom with the flexibility of a multidisciplinary one. Topics likely to emerge in the interdisciplinary conversation include information in three-dimensional spaces, communicating information with a particular voice or editorial perspective, analytical versus poetic information design, function, audience and programming. All of these are supported, and students develop a set of tools which can be adapted to their own disciplinary work in a meaningful way.

Credit 3 units.

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### X10 XCORE 304 Data Visualization

In this hybrid lecture/studio course, students learn basic skills to develop data visualizations focusing on clarity, relevance to the user, and visual expression. The course spans several themes within data visualization, including principles of two-dimensional design, storytelling and sequence, and interactivity and user navigation. The course is organized into four units, each with a different content focus and data type, including topics as diverse as urban and rural landscapes, conditions in public health, and literary production. Students apply their own areas of interdisciplinary expertise to the final project. Students need a laptop with Adobe Illustrator and may need to acquire inexpensive or free software. This course is appropriate for sophomores through graduate students with or without visual training who are interested in data, information design, user interface, and computer programming. Course counts in the Interdisciplinary Project in the Humanities (IPH).

Credit 3 units. Art: FADM EN: H

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### X10 XCORE 305 Topics in Visual Culture: Commercial Modernism in America, 1865-1965

This survey course explores contributions to and expressions of visual modernism within the commercial tradition in the United States. Lectures, readings and screenings engage the intertwined histories of commerce, technology, society and aesthetics. Topics include periodical illustration from *Harper's Weekly* to the *Ladies Home Journal*, the newspaper comic strip and the comic book, animation from vaudeville to television, and science fiction and transportation design. Context provided by the advent of industrial image production; modernist art theory and high cultural disdain for mass markets (with resulting effects on the academy); avant-garde and commercial cross-pollination; the social histories of ethnic depiction (i.e., blackface minstrelsy); consideration of women as consumers and producers of commercial images. Students make use of materials in the collections of the Modern Graphics History Library at Washington University. Attendance required at three animation screenings.

Credit 3 units. Art: FADM EN: H

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### X10 XCORE 307 Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.). Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Credit 3 units. EN: H

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### X10 XCORE 307X Community Building

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.). Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Credit 3 units. EN: H

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### X10 XCORE 308 Community Building North

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing, and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand and address conflicting voices. Readings, speakers, site visits, films and other materials will be combined with discussion, writing, and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as adviser and guide. The interdisciplinary course he developed over many years, Community Building/ Building Community, provides the intellectual, ethical and spiritual bases as co-taught by Raimist and Hansman. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building; however, that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty and community partners working to find common values and beliefs upon which to build concrete, meaningful action.

Credit 3 units.

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### X10 XCORE 308X Community Building North

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic

inequities, racial disparities, white flight, public safety, housing and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand and address conflicting voices. Readings, speakers, site visits, films and other materials will be combined with discussion, writing and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as adviser and guide. The interdisciplinary course he developed over many years, "Community Building/ Building Community," provides the intellectual, ethical, and spiritual bases as co-taught by Raimist and Hansman. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building, however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty and community partners working to find common values and beliefs upon which to build concrete, meaningful action.  
Credit 3 units.

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#### **X10 XCORE 309 Convergences: Studies in Art & Architecture**

This interdisciplinary course examines the convergence of artistic and architectural ideas, techniques, and practices through selected historical and contemporary studies. Emphases range from the figure of the artist/architect (Michelangelo and Leonardo, for example, to Le Corbusier and Libeskind), to critical reflections (Vasari, Gennough, Serra) to boundary-crossing practices (Whiteread, Webster, Irwin, Kin, Judd, Miss) to collaborations and collaborative works (Ando/Kelly/Serra and the Pulitzer Foundation). The course emphasizes empathy and productive work across artistic disciplines. Field trips to the Pulitzer Foundation for the Arts (St. Louis) and the Chinati Foundation (Marfa, Texas) are planned.  
Credit 3 units.

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#### **X10 XCORE 311 Materials & Mechanisms: Site Specific Design Installation**

In this course students are guided to explore the nature of materials and simple mechanisms (mechanically driven kinetics) in the making of art and/or utilitarian objects. This course investigates the qualities of materials and how they might be used thoughtfully to develop a conceptual and physical experience for an audience or user. Specific materials are assigned, at times, yet students have the opportunity to self-select materials based on project needs. Throughout the semester, students balance designing with finding — the process of playfully exploring materials and methods without preconception of a final resolution. Looking for possibilities can lead to unexpected discoveries.  
Credit 3 units. EN: H

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#### **X10 XCORE 313A Creative Practice and Natural Systems: An Ecology of Art**

In this studio course, students learn to use basic ecological principles as a lens through which to investigate and evaluate productive, meaningful, and sustainable creative practices. Ecology is community-focused, involving the study of relationships with a given community. It establishes a model by which students can establish a more complete understanding of the inspirations, expectations and ramifications of creative practice. We visit local gardens, parks, farms and neighborhoods while seeking to understand the complexity of our own role in

nature and culture. This diverse range of ecological engagement allows for a broad array of creative applications in the studio arts, design and architecture. The class format challenges students with new ways of thinking while allowing them to select materials, specific topics of study, and methods of engagement appropriate to their own developing interests. The course consists of fieldwork, readings and lectures, the content of which is examined through individual and collaborative projects. At midterm, students identify opportunities for focused research and production. The course culminates with the public presentation of this work.

Credit 3 units. EN: H

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#### **X10 XCORE 315 Cycles**

Students design and build human-powered vehicles from discarded bicycles. The course collaborates with student mechanics involved with Bicycle Works (Bworks). Bworks collaborates in teams with Washington University students to design and build the work.  
Credit 3 units.

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#### **X10 XCORE 317 Furniture Design**

The seat is an intimate interface between the building and the body. It embodies a complex set of structural conditions, material opportunities and possibilities for expression. Architects, artists, and industrial designers covet opportunities to make the chair. The result is that seemingly infinite perfect solutions exist — and still the seat remains a provocative challenge. In this course students design and build a chair. Emergent technologies are combined with traditional techniques of metal fabrication, woodworking, and plastic forming in the design and making of the work. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced in this course and students select those most appropriate to their work to build upon. There is a great deal of independent investigation required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the best potential for their design.  
Credit 3 units. EN: H

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#### **X10 XCORE 317X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.  
Credit 3 units. EN: H

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**X10 XCORE 319 Digital Fabrications: A Primer Course in the Use of Computer Modeling for Art & Design**

This course focuses on fabrications both real and virtual. The ubiquity of computers in design, studio art, communications, construction and fabrication demand that professionals become comfortable with their use. It is also important in a group of ever-specializing fields that one knows how to translate between different software and output platforms. This comfort and the ability to translate between platforms allow contemporary artists and designers to fabricate with ever-increasing freedom and precision. This course introduces students to 3-D software with a focus on 2-D, 3-D, and physical output. Through a series of projects, students learn to generate work directly from the computer and translate it into different types of output. Starting from first principles, the course covers the basics from interface to output for each platform used. The course also familiarizes students with a range of CNC technology and other digital output for both small- and large-scale fabrication. The course is broken into three projects. In the first, students focus on computer-generated geometry and control systems. In the second, students generate physical output and line drawings. The final project focuses on rendering, context, and cinematic effects. The software covered includes, but is not limited to, Rhinoceros 3D, Maya, Illustrator, and Photoshop. Additionally, students use the 3-D printer, laser cutter and/or other digital output tools. Credit 3 units. EN: H

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**X10 XCORE 321 Mapping Soft Bodies**

This course develops digital design skills with conceptual understanding of the transformative process of artistic production. Mapping Soft Bodies investigates artificial objects and industrial products as a basis for inspiration. Through digital modeling and scanning the human body, each student develops a transformation process that analyzes the social and cultural conditions of a new emerging design. New body armatures are modeled through CAD/CAM (laser cutting) and Rapid Prototyping (3-D printing) for physical outputs. The course is for students who are interested in emerging technologies and digital production. The course is for students interested in design, sculpture, architecture and digital media by enhancing 3-D technologies and allows each student to develop abstract thinking and making processes. Credit 3 units. EN: H

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**X10 XCORE 325 Global Discourses in Art & Architecture**

This course examines art, architecture and urbanism from the perspective of global production, dissemination and reception. It focuses on the global exchange of people and ideas as one of the main vehicles of visual culture, both historical and contemporary. Through a series of focused case studies, the course probes inherent dichotomies within art and architecture driven by their site-specificity, yet also by their constant global displacement across various disciplinary, cultural and geographical boundaries. The course content includes lectures, discussion sessions, readings, and textual and visual projects that examine cross-cultural aspects of art and architecture. The course is offered as part of the universitywide Global Certificate and is open to all students at Washington University regardless of their major field of study. Credit 3 units.

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**X10 XCORE 327 Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. Credit 3 units. Art: FADM EN: H

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**X10 XCORE 327X Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Prerequisite: Drawing I, Communication Design I, or 2-D Design, or permission of instructor. Credit 3 units. EN: H

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**X10 XCORE 330 Cell Phones, Snapshots and the Social Network**

This course is designed around the cell phone camera as a means of art production using blogs, interactive websites, social networking and mass distribution of digital images and videos. Students explore the art-making potential of the cell phone camera as a snapshot camera of the modern age. Students post daily images/videos on blogs and other social media sites. Readings and discussion topics include the culture and aesthetic of the snapshot, the vernacular image, and the role of social networks in image production and distribution. Students are required to design and maintain at least two social networking sites and to supply a cell phone with the ability to upload images to the internet. Credit 3 units. EN: H

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**X10 XCORE 332 Metabolic City: Spaces of Bodily and Environmental Wellness**

Metabolic City probes bodily and environmental wellness as intertwined cultural, social and technological constructs. From the British Archigram Group to the Japanese Metabolists and the Dutch artist Constant, a number of visionary projects in the 1960s reimagined our notion of the body, city and the environment. By means of individual and collective gadgets, tools and spaces, they bridged the scales of the body and the city, weaving together issues of bodily and environmental

performance. Through a combination of texts, discussions and projects, the course engages in a delayed conversation with these projects, proposing the concept of "metabolism" both as a bodily function, but also as an environmental mechanism that operates on a global scale. Some of the key concepts discussed in the class include global citizenry, urban imagination, networks, performance, virus, urban protest and insurgency. The course fulfills the architectural history/theory elective requirement and is also open to all Washington University students.  
Credit 3 units.

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#### **X10 XCORE 335X Urban Books**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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#### **X10 XCORE 336 Urban Books**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: The first consists of weekly readings, discussion and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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#### **X10 XCORE 338 Shifting from Lines to Surfaces/Virtual to Empirical**

Digital Media Design: Introduction to Exploring Digital and CAD/CAM Technology. This is a course in computing theory and techniques on 2-dimensional digital software and advanced 3-dimensional modeling software. Weekly demonstrations on software operations and individual projects are developed. This course bridges the gap between 2-D computational tools that define lines and the 3-D tools that develop complex surfaces. These surfaces explore the possibilities of creating and articulating the non-linear geometries manipulated on the digital environment. The final project consists of 2-dimensional drawings, digital models, and physical models produced by advanced CAD/CAM technology. By employing alternative techniques and emerging technologies of manufacturing, new forms of objects and perceptions redefine multiple design processes.  
Credit 3 units. EN: H

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#### **X10 XCORE 343 Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.  
Credit 3 units.

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#### **X10 XCORE 344 Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.  
Credit 3 units. EN: H

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#### **X10 XCORE 344X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation

and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. College of Architecture and College of Art sophomores, juniors and seniors have priority. Credit 3 units.

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#### **X10 XCORE 345 Shopping**

This seminar examines shopping as a social and cultural construct that operates at several levels in relation to art, architecture and urban planning. Shopping is the fundamental activity of the capitalist marketplace. It is also inextricably linked with major aspects of public and foreign policy, where national consumerism is closely linked to global tourism, and it is at the core of economic development. Shopping is, as well, a common denominator of popular culture, frequently satirized in contemporary art, film and literature. Participants in the seminar read selections from various writings about shopping and the marketplace. We also view several films examining the shopping environment in narratives of power and desire. Open to sophomores and above. Credit 3 units.

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#### **X10 XCORE 347X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement. Credit 3 units. EN: H

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#### **X10 XCORE 386X Public Practice**

With architecture, art and design students in mind, Public Practice is a design-build course focused on the development, presentation and actualization of commissioned works within the public realm. Through an iterative process of concept development, material exploration and panel reviews, students will learn how to develop, propose and execute a viable public piece. Individual and/or group proposals will be presented before a selection committee in consideration toward a public art/design commission. Selected projects will be realized within specified sites in the community of University City, MO. Students will have hands-on experiences with construction processes, meeting structural requirements and codes, site development, and project installation which will prepare them for a creative life situated firmly within a discourse of Public Space. Open to MFA, graduate architecture students, BFA

and undergraduate architecture students with junior-level standing. Minors and others eligible with consent of instructor. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course. Credit 3 units.

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### **F10 Art**

Visit online course listings to view semester offerings for F10 ART (<https://courses.wustl.edu/CourseInfo.aspx?sch=F&dept=F10&crslvl=1:4>).

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#### **F10 ART 105 2-D Design**

An introduction to basic design principles and their application on a 2-dimensional surface. Investigation of the functions and properties of the formal elements and their organization through the use of relational schemes. Includes an introduction to color and basic color theory. Problems stress systematic approach to visual communication. Credit 3 units. Art: FAAM, FADM EN: H

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#### **F10 ART 106 2-D Design**

An introduction to basic design principles and their application on a 2-dimensional surface. Investigation of the functions and properties of the formal elements and their organization through the use of relational schemes. Includes an introduction to color and basic color theory. Problems stress systematic approach to visual communication. Credit 3 units. Art: FAAM, FADM EN: H

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#### **F10 ART 107 3-D Design**

An introduction to basic design principles and their application to 3-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity and movement. Students learn to use hand and power tools. Credit 3 units. Art: FAAM EN: H

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#### **F10 ART 108 3-D Design**

An introduction to basic design principles and their application to 3-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity and movement. Students learn to use hand and power tools. Credit 3 units. Art: FAAM EN: H

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#### **F10 ART 213A Sculpture Studio: Material and Culture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student. Credit 3 units. Art: FAAM EN: H

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#### **F10 ART 214A Sculpture Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in sculpture and is open to others as space permits. It introduces students to the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production ranging from additive, assembled,

molded, modeled, to subtractive or carved. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. Required for a concentration in sculpture. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring). Prerequisites: X10 101 and 102, F10 105 or 106, F10 107 or 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 215A Printmaking Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in printmaking and is open to others as space permits. It introduces printmaking as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Relief, intaglio, digital, and planographic processes are introduced alongside theoretical frameworks that help guide students through directed and self-determined projects. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Students pursuing the printmaking concentration must complete either F10 ART 215A (fall) or ART 216A (spring). Prerequisites: X10 ART 101 and ART 102, F10 ART 105 or ART 106, F10 ART 107 or ART 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 216A Printmaking Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in printmaking and is open to others as space permits. It introduces printmaking as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Relief, intaglio, digital, and planographic processes are introduced alongside theoretical frameworks that help guide students through directed and self-determined projects. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Required for a concentration in printmaking. Students pursuing the printmaking concentration must complete either F10 215A (fall) or 216A (spring). Prerequisites: X10 101 and 102, F10 105 or 106, F10 107 or 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 217B Photography Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in photography and is open to others as space permits. It introduces photography as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students gain full manual control of the digital camera apparatus, learn how to import and edit raw images, and print according to fine art professional standards. The resulting work will foster critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Student must provide a fully manual digital camera capable of capturing RAW images. Students pursuing the photography concentration must complete either F10 217B (fall) or 218B (spring). Prerequisites: X10 101 and 102, F10 105 or 106, F10 107 or 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 218B Photography Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in photography and is open to others as space permits. It introduces photography as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students gain full manual control of the digital camera apparatus, learn how to import and edit raw images, and print according to fine art professional standards. The resulting work will foster critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Student must provide a fully manual digital camera capable of capturing RAW images. Required for a concentration in photography. Students pursuing the photography concentration must complete either F10 217B (fall) or 218B (spring). Prerequisites: X10 101 and 102, F10 105 or 106, F10 107 or 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 221A Painting Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in painting and is open to others as space permits. It introduces painting as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students employ a variety of oil and water-based media in this concept-driven approach to new and established methodologies. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Students pursuing the painting concentration must complete either F10 ART 221A (fall) or ART 222A (spring). Prerequisites: X10 ART 101 and ART 102, F10 ART 105 or ART 106, F10 ART 107 or ART 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 222A Painting Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in painting and is open to others as space permits. It introduces painting as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students employ a variety of oil and water-based media in this concept-driven approach to new and established methodologies. The resulting work will generate critical evaluations of form, content and intention. In addition to studio production, this course includes lectures, readings and discussions. Required for a concentration in painting. Students pursuing the painting concentration must complete either F10 221A (fall) or 222A (spring). Prerequisites: X10 101 and 102, F10 105 or 106, F10 107 or 108 or permission of instructor.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 231 Introduction to Fashion Design: Materials, Volume & the Body**

A structured discourse on fashion designers of the 20th and 21st centuries for study of the body as site and inspiration for apparel design. Class discussions and projects engage concept, materials and process. Through exploration of shapes, forms and their role in the development of 3-dimensional ideas, the student learns the fundamentals of fashion design. Students in the classes of 2015 and later must complete either F10 ART 231 or ART 232 as an introduction to the fashion design major. This course is open to nonmajors and minors as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 234 Fashion Illustration: Visualizing Apparel**

A foundation experience in basic strategies for communication garment design ideas and information. Recognition and practice of conventions for presenting the figure in design will be the focus of the course. Additionally, simple garment silhouettes and textile types will be explored for illustration practice. Digital media as it is used in style presentation and technical communication of design will be introduced and implemented through a variety of exercises. Final presentation will be a design presentation that is supported by spectrum of material covered in course. Laptop computer with Adobe Illustrator and Photoshop required. No prerequisites. Open to sophomore through graduate-level students across the university. Required for sophomore majors in fashion.

Credit 3 units. Art: FADM EN: H

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**F10 ART 236 Textile Design**

A survey of all types of materials used as 21st-century textiles, Textile Design introduces the student to the ways that textiles function as a basic building material. Students will study, test and manipulate textiles to gain understanding of appropriate and viable choices for end use. Class activities include field trips, application of a variety of textile techniques for surface design, manipulation and finishing of various fabrics. Students may draw upon design problems from their specific area of study to realize a final project. No prerequisites. Open to sophomore through graduate-level students across the university. Required for sophomore majors in fashion.

Credit 3 units. Art: FADM EN: H

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**F10 ART 238B Word and Image I**

This course centers on the creation of word-image relationships. It focuses on intensive visual methodology and clear communication. Students make illustrations, explore typography and bring visual elements together into a unified whole. Projects take the form of posters, image sets, books, icons, maps, labels, infographics, etc. As the course progresses, the student works to narrow their focus within the field of visual communications by selecting particular projects from a suite of offerings. Required for the communication design major. Prerequisite: Digital Studio (F10 ART 241 or ART 242) or Digital Design (F10 ART 243 or ART 244). The course is open to nonmajors and minors as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 238C Typography I**

This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. Required for the communication design major. Prerequisite: Digital Studio (F10 ART 241 or ART 242) or Digital Design (F10 ART 243 or ART 244). The course is open to nonmajors and minors as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 241 Digital Studio**

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and artmaking. Students must complete either Digital Studio (F10 ART 241 or ART

242) or Digital Design (F10 ART 243). This course is strongly recommended for BFA in Art majors and students anticipating concentrations in painting, printmaking and sculpture.

Credit 3 units. Art: FAAM, FADM EN: H

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**F10 ART 242 Digital Studio**

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and art-making. Students in the classes of 2015 and later must complete either Digital Studio (F10 241 or 242) or Digital Design (F10 243). This course is strongly recommended for painting, printmaking and sculpture majors.

Credit 3 units. Art: FAAM, FADM EN: H

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**F10 ART 243 Digital Design**

Students are introduced to digital tools in the context of applied design thinking for graphic design, surface design, and image-making. Students pursue projects using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. This course engages software learning in the service of design thinking. Students in the classes of 2015 and later must complete either Digital Studio (F10 241 or 242) or Digital Design (F10 243). This course is strongly recommended for communication design, fashion design, and photography majors.

Credit 3 units. Art: FAAM, FADM EN: H

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**F10 ART 283 Typography and Letterform: The Design of Language**

As an investigation of the formal qualities of familiar objects, letters, this is an introductory-level course in design thinking using families of letterforms as our focus. Students explore design strategies required to make individual forms into a family of types through exercises in tracing, drawing, letterpress printing and collage. Particular emphasis is devoted to the concept of modularity, including an assignment to design and print a modular typeface. Students in the class of 2015 and later must complete either F10 ART 295, ART 296, ART 283 or ART 284 or other F10 200-level introductory studio as an introduction to the communication design major. Prerequisites: X10 XCORE 101, X10 XCORE 102, F10 ART 105 or F10 ART 106, and F10 ART 107 or F10 ART 108, or permission of instructor. This course is open to nonmajors and minors as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 295 Pictures for Communication**

Students investigate the realm of functional pictures through pictograms, comic strips, diagrammatic maps, visual metaphors and narratives. Each project focuses on a particular aspect of conceptual and formal clarity. Significant attention is paid to aesthetics. Students use a variety of media and are introduced to Adobe Illustrator. Students in the class of 2015 and later must complete either F10 ART 295, ART 296, ART 283 or ART 284 or other F10 200-level introductory studio as an introduction to the communication design major. Prerequisites: X10 XCORE 101, X10 XCORE 102, F10 ART 105 or F10 ART 106, and F10 ART 107 or F10 ART 108, or permission of instructor. This course is open to nonmajors and minors as space permits.

Credit 3 units. Art: FADM EN: H

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### F10 ART 301A Drawing: Art Practice

**Conceptual Methods in Drawing:** Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing. Prerequisites: Drawing I, Drawing II and junior standing. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor. **Figure Structure Context:** This rigorous drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involving presentations and extensive sketchbook activities provides a vehicle for discovering the figure's architecture, mechanics and proportions. Students access visual data from a variety of sources — model sessions, the internet, schematic/diagrammatic drawings, photography, sculpture and memory — with the goal of developing expressive qualities in material, process and pictorial construction. Lectures, films, critical readings and the analysis of historical and contemporary modes of representation support students in their investigations, which culminate in an independent series of works. Prerequisites: Drawing I, Drawing II and junior standing. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units. Art: FAAM EN: H

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### F10 ART 302D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice. Prerequisite: Drawing I, Drawing II, junior standing. Open to BFA students who have taken the prerequisites, and others, including minors, with consent of instructor.  
Credit 3 units. Art: FAAM

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### F10 ART 311D Painting: Art Practice

**Special Topics: Narrative Systems: The Frame, The Grid, The Screen:** This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or 222A). Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor. **Body Image:** This is

a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.). Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.  
Credit 3 units. Art: FAAM EN: H

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### F10 ART 311G Painting: Art Practice (Place and Space)

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting. Prerequisite: Introduction to Painting. Open to BFA students who have taken the prerequisite, and others, including minors with consent of instructor. College of Art students pursuing the BFA in Art will have priority. This class counts toward the minor in art.  
Credit 3 units.

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### F10 ART 312E Painting: Art Practice

**Place and Space:** This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Body Image:** This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.). Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.  
Credit 3 units. Art: FAAM EN: H

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### F10 ART 312F Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a

contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.

Credit 3 units. Art: FAAM

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#### F10 ART 313D Sculpture: Art Practice

**Special Topics: The Book as Object and Artifact:** When we read a book, it is always the physical volume in our hands — or in some substitute for hands — that is being read. That reading is a hands-on experience we well understand, but what is to be said about artists taking hands to the book as object, transmogrifying it and separating it from readability? Participants in this studio will work with some of the great range of possibilities for using the book as a sculptural object to bring forth other orders of its meaning. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

**Symbiosis:** This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Matter in Hand:** This course focuses on an array of moldable and castable materials and processes that have played a key role in the history of artistic expression. In-depth demonstrations supported by critiques, discussions, lectures and historical readings provide opportunities to re-evaluate the meanings these primal materials bring to contemporary practice. Students explore these concepts through artistic and architectonic lenses and are encouraged to experiment with these processes in their work. Required for a concentration in sculpture. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.

Credit 3 units. Art: FAAM EN: H

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#### F10 ART 313M Sculpture: Art Practice (Sculptural Bodies)

This course investigates the sociopolitical issues of the body, the figure and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Credit 3 units. Art: FAAM

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#### F10 ART 314J Sculpture: Art Practice

**Material as Metaphor:** All materials carry meaning. This course familiarizes students with histories and fabrication processes intrinsic to sculpture. This course uses demonstrations and hands-on experiences, primarily but not exclusively with metal and woodworking processes to show how such materials inform a studio practice. Lectures and techniques contextualize an understanding of preformed and found material as a formal and conceptual component resulting in the final work of art. In a critical environment, students formulate their own material language and defend their art practice and creative decisions. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors students, with consent of instructor. **Sculptural Bodies:** This course investigates the sociopolitical issues of the body, the figure and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural and spiritual bodies. A variety of media and methods are explored with an emphasis on 3-dimensional work and object-based performance. Lectures, demonstrations and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.

Credit 3 units. EN: H

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#### F10 ART 314K Sculpture: Art Practice (Symbiosis)

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience. Required for a concentration in sculpture. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite.

Credit 3 units. Art: FAAM

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#### F10 ART 315B Printmaking: Art Practice

**Propaganda to Decoration:** This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media including lithography, screen-printing, stencils and photocopy. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Feedback Loop: Process and Print:** This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced

conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course. Credit 3 units. Art: FAAM EN: H

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**F10 ART 315H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prerequisite: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor. Credit 3 units. Art: FAAM

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**F10 ART 316F Printmaking: Art Practice**

**The Printed Image:** This course explores the printed image as storyteller, educator, political tool, and narrative. Historical precedents and contemporary examples of political prints, graphic novels, posters, and narrative suites are examined as possible models for self-directed projects. Readings and discussions include strategies for drawing and appropriating imagery. Students will have the opportunity to produce a thematically unified body of work while gaining technical expertise in woodcut, etching, and lithography. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. Credit 3 units. EN: H

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**F10 ART 316G Printmaking: Art Practice (Extra Dimensional Printmaking)**

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope. Required for a concentration in printmaking. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to senior BFA students who have taken the prerequisite. Credit 3 units. Art: FAAM

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**F10 ART 317H Photography: Art Practice (Methods of Distribution)**

One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th- and 21st-century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts. Prerequisite: Photography Studio: Material and Culture (F10 217B or 218B). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. Credit 3 units. Art: FAAM EN: H

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**F10 ART 317L Photography: Art Practice (Constellations, Sequences, Series)**

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression. Required for a concentration in photography. Prerequisite: Photography Studio: Material and Culture (F10 217B or 218B). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor. Credit 3 units. Art: FAAM

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**F10 ART 318J Photography: Art Practice**

**Slow Image: Large Format Photography:** This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use. Prerequisite: Photography Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. Credit 3 units. Art: FAAM EN: H

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**F10 ART 318K Photography: Art Practice (Documentary Photography & Social Practice)**

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open. Required for a concentration in photography. Prerequisite: Photography Studio: Material and Culture. Open to senior BFA students who have taken the prerequisite. Credit 3 units. Art: FAAM

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**F10 ART 323A Three-Dimensional Fashion Design Foundation**

Study of fundamental apparel design issues. Students begin with basic draping methods and explore evolution and craft, decoration and adornment for apparel. Research for class exercises is based upon the most elementary forms of historical and contemporary dress. Credit 3 units. Art: FADM EN: H

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**F10 ART 323B Two-Dimensional Fashion Design Foundation**

Review and practice of applicable material from Fashion Illustration: Visualizing Apparel (F10 ART 234) course for presenting the figure in garment design. Students explore a variety of media for expressive fashion communication and learn to combine page elements with compelling design strategies. Research and study of landmark and innovative illustrators are conducted as well as application of their ideas in practice. Additionally, the course covers incorporation of technical drawings, text and textile swatches with illustration style to convey design vision for fashion presentation. Credit 3 units. Art: FADM EN: H

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**F10 ART 323C Digital Fashion and Textile Design**

Review of practice of introductory material from Fashion Illustration: Visualizing Apparel (F10 ART 234). In depth exploration of vector-based illustration for garment and textile schematics. Establishment of strategies for designing apparel, wovens, knits, prints and patterns using universal and industry software. Credit 3 units. Art: FADM EN: H

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**F10 ART 323D Sustainable Textile and Fashion Design**

Typically textile design and garment production occur in a collaborative setting and often across a global span of locales. In this course students learn essential information about sustainable textiles and fashion, engage in research, and collaborate to design and promote sustainable products or services. Required for junior fashion majors, open to sophomore-senior nonmajors. Credit 3 units.

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**F10 ART 323E Fashion History and Research**

This seminar studies the cultural and social influences to comprehend how these impact the evolution of fashion and are expressed in clothing at various junctures in history. Review of

general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Course work will focus on using research as an avenue to original and effective design concepts. Required for junior fashion majors, open to sophomore-senior nonmajors. Credit 3 units.

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**F10 ART 323H Fibers in Art (Florence)**

This course is designed to guide the students through a range of approaches to textile and fiber-based practices. The course embraces technological and antiquated techniques both within and beyond the field of art and engages artisan-inspired practices as content that fosters the questioning of socially assigned gender roles, craft and art distinctions and the exploration of functionality. Basic weaving, knitting, braiding and sewing are explored against the backdrop of fiber's history as art. Prerequisite: none. Credit 3 units.

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**F10 ART 323I Patternmaking (Florence)**

In this patternmaking course, students will start with basic patterns, including darts and princess line variations, and learn how to manipulate them in relation to the fundamental rules of patternmaking. Patternmaking allows the designer to manipulate already existing patterns efficiently and create new configurations with custom measurements. There will be two basic projects during the semester: the skirt, with variations such as A-shape, gathered, with yoke, and the bodice, working with darts and princess line variations, and in the last half of the course students will learn about collars, sleeves and pants. By understanding pattern construction students will be able to gain a wider understanding of the possibilities and limits of a fashion designer. Credit 3 units.

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**F10 ART 323J Special Topics in Fashion Design: Fiber Manipulation**

Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibori, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. This class is part of the BFA in Fashion, and is open to non-BFA students across the university. No prerequisites. Counts toward design minor. Credit 3 units. Art: FADM

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**F10 ART 324A Patternmaking and Production**

An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. Open to sophomore through graduate-level students across the university. Required for sophomore and junior majors in fashion. Credit 3 units. EN: H

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**F10 ART 324J Two-Dimensional Fashion Design-Foundation**

Review and practice of applicable material from Visualizing Apparel course for presenting the figure in garment design.

Students will explore a variety of media for expressive fashion communication and learn to combine page elements with compelling design strategies. Research and study of landmark and innovative illustrators will be conducted as well as application of their ideas in practice. Additionally, the course will cover incorporation of technical drawings, text, and textile swatches with illustration style to convey design vision for fashion presentation. Prerequisites: Introduction to Fashion: Materials, Volume and the Body; Fashion Illustration: Visualizing Apparel; Fashion History and Research; Textile Design; Patternmaking and Production. Required of junior majors in fashion. Required equipment: Mac Computer, CS5 or newer, Wacom Tablet and pen.  
Credit 3 units. Art: FADM

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**F10 ART 324K Three-Dimensional Fashion Design-Foundation**

Study of fundamental apparel design issues. Students will begin with basic draping methods and explore evolution and craft, decoration, and adornment for apparel. Research for class exercises will be based upon the most elementary forms of historical and contemporary dress. Prerequisites: Introduction to Fashion: Materials, Volume and the Body; Fashion Illustration: Visualizing Apparel; Fashion History and Research; Textile Design; Patternmaking and Production. Required of junior majors in fashion.  
Credit 3 units. Art: FADM

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**F10 ART 324L Digital Fashion and Textile Design**

Review and practice of material from Visualizing Apparel. In-depth exploration of vector based illustration for garment and textile schematics. Establishment of strategies for designing apparel, wovens, knits, prints and patterns using universal and industry software. Prerequisites: Introduction to Fashion: Materials, Volume and the Body; Fashion Illustration: Visualizing Apparel; Fashion History and Research; Textile Design; Patternmaking and Production. Required of junior majors in fashion. Required equipment: Mac computer, CS5 or newer, Wacom tablet and pen.  
Credit 3 units. Art: FADM

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**F10 ART 326D Special Topics: Relational, Conditional, and Process-Oriented Design**

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks which exploit and challenge traditional user expectations. Projects, experiments and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.  
Credit 3 units. Art: FADM

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**F10 ART 326E Special Topics: Research Methods in Human-Centered Design**

In this course, students will design an experience based on learnings about peoples' needs and perspectives. Working in groups, we will follow a human-centered design process, beginning with planning and conducting in-context interviews, observations and co-creation activities, learning how to uncover latent knowledge. We will synthesize insights in order to inspire design ideas. We'll prototype these ideas in order to answer specific questions and lead to new iterations. Along the way, we will discuss the broader landscape of design research, including ethnography, participatory and speculative design, and evaluative methods, examining critiques and benefits of different approaches. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326E; seniors for F10 Art 426E. Counts toward design minor if space is available. Prerequisite: Word + Image II or Typography II.  
Credit 3 units. Art: FADM

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**F10 ART 326F Special Topics: Transition Design/Service Design**

Services design is an emerging interdisciplinary approach for creating useful, usable and desirable experiences between providers and customers such as emergency health or disaster preparedness. Through complex applied projects we visualize systems and strategic opportunities using journey maps and personas to understand experiences at various scales. Case study examples, lectures, readings, discussion, and hands-on exercises and projects provide the foundation to then design artifacts at key touch points using a variety of media type such as print, screen or environmental design. We take on two applied projects, one individually and one in teams with a local partner. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326F; seniors for F10 Art 426F. Counts toward design minor if space is available. Prerequisite: Word + Image II or Typography II.  
Credit 3 units. Art: FADM

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**F10 ART 326G Special Topics: Illustration as Practice**

This class will focus on the professional practice of conceptual illustration while cultivating an individual voice. We will practice the methodology of creating visual metaphors, visualizing concise ideas and working under short deadlines. The projects will cover the range of image making in the professional world today including editorial, portraiture, lettering, packaging, working with text/layouts and op-ed assignments. Students will continue to develop their portfolio in the context of these projects. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326G; seniors for F10 Art 426G. Counts toward design minor if space is available. Prerequisite: Word + Image II or Type II.  
Credit 3 units. Art: FADM

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**F10 ART 326H Special Topics: Interaction Design: Layout Systems**

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks, and templating systems. Refine HTML and CSS skills, and learn best practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that

are portfolio-ready. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.  
Credit 3 units. Art: FADM

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#### **F10 ART 328D Illustrating for Licensed Products**

In this studio course, students will research, concept and create images that are appropriate for application to products in the licensing field. Students will work toward developing icons/motifs, a mainstay in licensing, through deepening their skill sets in shape based illustration, design elements of composition and hierarchy and thoughtfully considered color. Class content will include the development of collections and images, patterns, and exploration of the visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be drawn from the gift and home decor markets, fabric design and stationery products. This course is appropriate for juniors and seniors in the communication design major.  
Credit 3 units. EN: H

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#### **F10 ART 328E Illustration Concepts & Media**

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image-making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image II. This course is open to juniors and seniors in the communication design major.  
Credit 3 units.

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#### **F10 ART 328F Storytelling Across Multiple Media**

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. This course is open to juniors and seniors in the communication design major. Counts toward design minor if room available. Prerequisites: Word + Image II or Type II.  
Credit 3 units.

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#### **F10 ART 328G Branding & Identity**

Students will learn about brands as: 1) an identity; a shorthand for a company or product, 2) an image; where an individual perceives a brand as representing a particular reality, and 3) a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach. This course is open to juniors and seniors in the communication design major. Prerequisites: Word + Image II or Type II.

Credit 3 units.

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#### **F10 ART 329C Time-Based Media: Art Practice**

**Mediated Performance:** This course explores the body as a time-based medium and a vehicle of expression that interacts with cinematic and sound technologies, undergoing gradual semantic, virtual and visceral transformations. Students create performance-based video and sound works that are mediated with electronic/digital technology and performed or screened in public. Collaborative, individual political and poetic actions and happenings are encouraged. Students focus on the production of conceptually rigorous and technically convincing work that embodies their performative, experimental and individually designed ideas. Projects are informed by readings in media theory, writing assignments, and active participation in critiques of works by contemporary media artists. Prerequisite: Digital Design (F10 243) or Digital Studio (F10 242). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Expanded Cinema:** Focusing on experimental approaches to digital filmmaking this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will acquire basic understanding of independent video production and collaboration, as well as time-based composition, camera operation, editing software and presentation strategies. Active participation in discussions of contemporary experimental cinema and video art will be part of this course. Prerequisite: Digital Design (F10 243) or Digital Studio (F10 242). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Sonic Space:** **Sound Art I:** Sonic Space: Sound Art I explores sound and musical composition in digital format as a sculptural, spatial and architectural intervention. The course offers an introduction to current Sound Art practices in the context of fine arts and examines how such practices are capable of altering our sense of space and time. The course necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of recording and editing sound technologies with a goal of composing sound works for space and for headphones. No prior musical or electronic education is necessary; however, basic computer literacy is highly recommended.  
Credit 3 units. Art: FAAM EN: H

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#### **F10 ART 329L Time-Based Media: Art Practice (Special Topics: The Language of Moving Images)**

This course will examine the language of filmic images as they relate to various visual art forms, which includes, among other elements, shot construction, sequencing, pace, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the analytical skills required to interpret moving images and to think deeply about their productions, which may utilize forms other than video or film and include installation components. Not focused heavily on technical approaches, creative work will be driven predominantly by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Design or Digital Studio. Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor.  
Credit 3 units.

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**F10 ART 330I Time-Based Media: Art Practice (New Media in Art)**

Exploring the intersection of art and technology, the course focuses on the phenomenon of time as an artistic medium and as the subject of work. Through the production of time-based works in a virtual realm, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities that artists and artist collectives face in the 21st century. Students gain exposure to selected software as it pertains to their individually designed projects. Readings, writing assignments and an active participation in critiques of works by contemporary new media artists will be part of this seminar. Prerequisite: Digital Design or Digital Studio. Open to BFA students who have taken the prerequisite, and others, including minors with consent of instructor.

Credit 3 units. Art: FAAM

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**F10 ART 336M Special Topics in Communication Design: Illustration for Creative Practice**

This course is about transforming creative impulse into a controlled professional practice. In the first half of the course, students will investigate current illustration trends and their applications in the marketplace. We will apply these findings to assignments while considering experimentation, relevance and form. The second half of the course will consist of iterative drawing assignments. Students will focus on cohesion within large bodies of work as well as the ability to bring images to finish with varying time constraints. This course is open to juniors and seniors in the communication design major.

Credit 3 units. EN: H

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**F10 ART 336N Special Topics in Communication Design: Environmental Design**

This course offers an introduction to the process and problem-solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and its impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

Credit 3 units.

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**F10 ART 337E Communication Design: Word and Image II**

This course continues Communication Design: Word and Image I (F10 ART 238B), presenting design and illustration projects simultaneously. It focuses on methodologies for a range of problems. It emphasizes the development of content, illustration, typography, sequential narrative and information design. Students are expected to become self-directed about their synthesis of word and image and select an area of emphasis within design and illustration for deeper study. Prerequisite: Word and Image I. Required for communication design majors; open to Sam Fox School students as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 337F Communication Design: Typography II**

This course builds on the typographic principles introduced in Typography I (F10 ART 238C). Students generate typographic systems and expressions relevant to professional practice.

Prerequisite: Typography I. Required for communication design majors; open to Sam Fox School students as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 337I Communication Design: Interaction Foundations**

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants learn and apply the fundamentals of HTML and CSS, explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly-simple digital interactions, and become familiar with the attributes of digital device as "canvas." Students work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Prerequisite: Digital Design (F10 243) or Digital Studio (F10 242) or permission of instructor. Required for communication design majors; open to students outside the communication design major as space permits.

Credit 3 units. Art: FADM EN: H

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**F10 ART 337M Comm. Design: Voice**

Propaganda and persuasion use different means to influence our perception of causes or positions. This course explores the strategies and tactics used by visual communicators to create work that convinces viewers to buy, believe, act, etc. These messages profoundly influence our culture and society. With this in mind, course reading and class discussion provide a platform for debate and discussion of the role the designer plays and the attendant responsibility. Students create work that integrates research, writing and design. All projects present a specific point of view on topics that are relevant to them. Prerequisites: completion of Type II and Word and Image II. Communication design major elective; senior standing.

Credit 3 units.

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**F10 ART 338H Comm. Design: Interaction Design II**

The class will explore designing usable, useful, and desirable relationships and interactions between people and the digital products and services they use. Students are introduced to human-centered research methods in the context of designing screen-based experiences. Small ethnographic field projects build to inform the basis for idea generation and prototyping concepts. Students then synthesize insights to design a digital solution. The class has a series of smaller exercises that build to two larger design projects with an overarching theme of public health or sustainability. Graphic design and typographic fundamentals will be addressed throughout in the context of interaction. Class time will be mixture of lectures, in class exercises, and studio based work. Students will need a laptop with Adobe Illustrator, InDesign and Photoshop and moderate experience with these programs. Prerequisite: Interaction Design I or Interaction Design workshops or permission of instructor. Please email Enrique Von Rohr, VonRohr@samfox.wustl.edu, with questions. This course is appropriate for sophomores through graduate students with or without visual training who are interested in the principles and methods of interaction design.

Credit 3 units. EN: H

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**F10 ART 338J Comm. Design: Illustration Projects**

In Illustration Projects, students will confront three substantial projects of complex visual research and problem-solving, and communicate their results through beautifully made images. Each project will begin with provided story data, ranging from business-oriented to literary to mechanical, then move through

rigorous stages of editing, storytelling, style development, execution and refinement. Early projects will emphasize traditional techniques of image-making; later projects will involve more digital manipulation. Students will need a laptop with Adobe Creative Suite installed as well as traditional art-making supplies along the way. Prerequisite: Word and Image II. This course is open to juniors in the communication design major. Credit 3 units. EN: H

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#### **F10 ART 338L Comm. Design: Experimental Typography**

In this studio course, students will learn to challenge typography's role as a tool for communication through alternative methods in mark-making and redefining what or how it is communicated. The course will introduce material exploration, emerging software/technology, and sensory/spatial considerations while challenging the purpose of type. It will be organized into multiple units, each with a different opportunity for the student to explore new methods. Students will apply their own areas of disciplinary expertise to the final project. Students will need a laptop and may need to acquire inexpensive or free software. This course is appropriate for juniors through graduate students with or without visual training who are interested in typography, communication, visual expression, and computer programming. Prerequisite: Type 2. This course is appropriate for juniors in the communication design major. Credit 3 units. EN: H

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#### **F10 ART 338M Voice**

Propaganda and persuasion use different means to influence our perception of causes or positions. This course explores the strategies and tactics used by visual communicators to create work that convinces viewers to buy, believe, act, etc. These messages profoundly influence our culture and society. With this in mind, course reading and class discussion provide a platform for debate and discussion of the role the designer plays and the attendant responsibility. Students create work that integrates research, writing and design. All projects present a specific point of view on topics that are relevant to them. Prerequisite: Type 2. This course is appropriate for juniors in the communication design major. Credit 3 units. EN: H

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#### **F10 ART 371A Book Arts: Art Practice**

This course investigates various forms of visuality as primary content in the book format, with a focus on the construction of non-textual narratives. Through lectures and demonstrations, students explore topics such as page format, book design, serial and sequential structures and approaches toward binding. The primary project is the production of a printed book. Students work with letterpress and intaglio printing, bookbinding and photopolymer plate making. Prerequisite: Introduction to Printmaking (F10 ART 215 or F10 ART 216) or Introduction to Letterpress or Introduction to Book Binding. Open to BFA students who have taken the prerequisite and others, including minors and MFA students, with consent of instructor. Credit 3 units. Art: FAAM, FADM EN: H

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#### **F10 ART 372B Content to Cover: the Design of Books**

This studio course considers the design of books in their totality, from the smallest typographic details of text pages, to designing the page grid, and the selection of images, type, materials and color of the binding and cover. Students will produce two books from texts assigned to them. The first will be a text-based book of prose; the second, larger project, will

include body text, images, captions, footnotes. Beginning with a thorough discussion of the landscape of the two-page spread, students will complete a short research project based upon a complex illustrated book in the library. Discussion of print production and binding options in industry will be enhanced by a visit to a local offset printer and to Olin Library Special Collections. Students will deepen their skill base in typographic applications, the use of InDesign as a multipage document tool, a range of imaging techniques offered in the Book Studio, and bookbinding technique, as well as building their design criticism vocabulary. This course is appropriate for juniors and seniors in the communication design major. CET (<https://gephardtinstitute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course. Credit 3 units. EN: H

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#### **F10 ART 3822 Art Practices: Present/Past/Past/Present (Florence)**

The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to 21st-century ideas and issues. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations. This course may be applicable toward an area discipline art concentration with approval and final portfolio review by faculty in the discipline of concentration. Credit 3 units. EN: H

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#### **F10 ART 3824 Methods and Context II (Florence)**

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts. Credit 3 units. EN: H

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#### **F10 ART 3825 Art Studio (Florence)**

Art Practice and Methods & Contexts are linked pedagogically and conceptually in the Sam Fox curriculum. In Florence, the two courses will be merged into a broader 6-credit art studio course. The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation

in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to 21st-century ideas and issues. Students will also integrate and synthesize knowledge resulting from "Art Practice." Supported by lectures, discussions and critiques, the course will foster a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, emphasizing experimentation with various methods of production and distribution. Students will be challenged to contextualize their own artistic interests within the contemporary art field by promoting critical analysis skills necessary for initiating, interpreting and evaluating artistic production. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations.

Credit 6 units.

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**F10 ART 3830 Strategies: Working on Site (Florence)**

Sketchbook in hand, how does one respond to the overwhelming complexity of a specific environment? There are multiple correct answers to this question. Many possible answers will be explored through specific exercises and open-ended assignments. Much of the studio's class time will be spent on location, exploring interior and exterior environments, and the transitional spaces between them. A specific sketchbook, purchased in Florence, will be required. Students will be able to work in a wide variety of media, including photography and digital.

Credit 3 units. Art: FADM EN: H

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**F10 ART 3832 Comm. Design: Mapping the Unfamiliar (Florence)**

This studio course with lectures will focus on creating both informational and narrative-driven explorations of place through the form of the map. The first half of the semester will introduce the map as an instrument for way-finding and data visualization. Students will learn to negotiate various levels of information in two-dimensional design while crafting clear and compelling stories involving location, points-of-interest, and time. Students will also begin documenting their own experience navigating Italy as a means of incorporating personal perspective into more psychogeographic-based mapping studies that traverse the idea of familiarity. The second half of the semester will further develop students' potential to interpret their surroundings through the exploration of nonlinear storytelling and pictorial representation of cartographic data-points. Prerequisite: Word and Image II. This course is appropriate for juniors in the communication design major.

Credit 3 units. EN: H

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**F10 ART 3834 Making Meaning (Florence)**

As students transition into a new culture and environment, there lies an opportunity to acutely examine shifts in behavior, emotion, expectation and perspective — both within themselves as well as amongst their classmates. This shared (yet diverse) experience makes for a great opportunity to flex their empathy muscles. To better understand this, each student will be "the designer" as well as "the audience," investigating ways to help each other live in a new culture.

Credit 3 units. Art: FADM EN: H

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**F10 ART 3836 Methods: Verbal to Visual (Florence)**

Do different types of text and their meanings require different approaches for image making? Maybe. A variety of different texts will be assigned, each accompanied by a different image-making methodology. There will also be a variety of applications for the resulting images. Students will be able to explore a wide range of media and image making. The goal is to assist students in understanding and developing their own approaches to this complex process.

Credit 3 units. Art: FADM EN: H

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**F10 ART 3838 Experimental Typography (Florence)**

In this studio course, students will learn to challenge typography's role as a tool for communication through alternative methods in mark-marking and redefining what or how it is communicating. In addition, students will learn to develop a process that leads them to thoughtful typographic solutions applicable to all areas of design.

Credit 3 units. Art: FADM EN: H

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**F10 ART 3840 Branding & Identity (Florence)**

Students will learn about brands as: 1) an identity; a shorthand for a company or product, 2) an image; where an individual perceives a brand as representing a particular reality, and 3) a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design and implement a brand, challenging them to realize the full breadth of a brand's reach.

Credit 3 units. Art: FADM EN: H

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**F10 ART 3842 Patternmaking and Production**

An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

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**F10 ART 3844 Fashion History & Research**

The study of cultural and social influences to comprehend how these influence the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Course work will focus on using research as an avenue to original and effective design concepts. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

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**F10 ART 3845 Sustainable Fashion and Ethical Clothing**

This course focuses on the study and understanding of sustainable clothing and its influence in today's fashion industry and modern life. Ethical fashion refers to the use of fabrics derived from eco-friendly resources, and the study of how these fabrics are made. Being "green" in fashion today means reducing the amount of clothing discarded to landfills, and decreasing the environmental impact of agro-chemicals in producing conventional fiber. Special emphasis will be placed on the vintage phenomenon and on recycling as fundamental parts of this complex subject. The course will analyze the impact of

the reduction of raw materials and virgin resources, as it relates to fitting in the context of a more powerful globalized fashion industry as these two worlds often collide. The course will also look at how sustainability in the clothing industry can provide a new market for additional job opportunities. This course will be taught in Florence, open to fashion majors.

Credit 3 units.

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#### **F10 ART 385A Public Practice: Art Practice**

Students examine, critically explore and execute work in the public sphere. Readings, discussions and presentations generate a framework for understanding historical, theoretical and practical considerations for creating artwork in relation to the material/social conditions of public space. Projects may respond to any number of approaches in the contemporary field, including public sculpture, participatory art and ephemeral art practices. Students learn the discipline of proposal development and present final projects that are adjudicated by an outside jury. Students whose work is selected by the jury must enroll in the spring semester course "From Design to Realization." It is highly recommended that students who wish to concentrate in sculpture enroll in this course. Open to BFA students with junior-level standing and others, including minors, with consent of instructor. Credit 3 units. EN: H

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#### **F10 ART 386A Public Practice: Art Practice (Realized Actions)**

This studio course focuses on the realization of art projects in the public sphere. The class is a forum for students to explore self-generated public art projects as well as public art challenges and opportunities brought to the class from outside sources. Students will have the opportunity to work with local community and civic organizations to use artwork as a means of social engagement. Projects may respond to any number of approaches in the contemporary field, including public sculpture, participatory art and ephemeral art practices. Faculty and student generated readings, discussions and presentations will be the platform for creating actionable projects that operate within the material/social conditions of public space. This course is required for those students awarded a commission in Fall Art Practice: Public Practice as part of the University City Community Visuals Public Sculpture Series. Open to BFA students with junior-level standing, and others, including minors and MFA students, with consent of instructor. Credit 3 units. EN: H

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#### **F10 ART 391 Methods and Contexts I**

Required for those pursuing the Bachelor of Fine Arts in Art majors. This team-taught course integrates and synthesizes knowledge resulting from Theory and Practice and related courses. Supported by lectures, class discussions and student critiques, this course fosters a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, emphasizing experimentation with various methods of production and distribution. The goal of this course is to help students contextualize their own artistic interests within the contemporary art field by promoting critical analysis skills necessary for initiating, interpreting and evaluating artistic production.

Credit 3 units. EN: H

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#### **F10 ART 392 Methods and Contexts II**

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts.

Credit 3 units. Art: FAAM EN: H

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#### **F10 ART 401A Drawing: Art Practice**

**Conceptual Methods in Drawing:** Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, sociopolitical theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing. Prerequisites: Drawing I (X10 101), Drawing II (X10 102), and senior standing. **Figure Structure Context:** This rigorous drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involving presentations and extensive sketchbook activities provides a vehicle for discovering the figure's architecture, mechanics and proportions. Students access visual data from a variety of sources — model sessions, the internet, schematic/diagrammatic drawings, photography, sculpture and memory — with the goal of developing expressive qualities in material, process and pictorial construction. Lectures, films, critical readings and the analysis of historical and contemporary modes of representation support students in their investigations, which culminate in an independent series of works. Prerequisites: Drawing I (X10 101), Drawing II (X10 102), and senior standing. Credit 3 units. EN: H

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#### **F10 ART 402D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)**

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice. Prerequisite: Drawing I, Drawing II, junior standing. Open to BFA students who have taken the prerequisites, and others, including minors, with consent of instructor.

Credit 3 units. Art: FAAM

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#### **F10 ART 411D Painting: Art Practice**

**Special Topics: Narrative Systems: The Frame, The Grid, The Screen:** This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the

politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or 222A). Open to senior BFA students who have taken the prerequisite. **Body Image:** This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.). Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to senior BFA students who have taken the prerequisite. Credit 3 units. EN: H

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**F10 ART 411G Painting: Art Practice (Place and Space)**

This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting. Prerequisite: Introduction to Painting. Open to BFA students who have taken the prerequisite, and others, including minors with consent of instructor. College of Art students pursuing the BFA in Art will have priority. This class counts toward the minor in art. Credit 3 units.

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**F10 ART 412E Painting: Art Practice**

**Place and Space:** This course examines ideas of place and space — both observed and invented — established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to senior BFA students who have taken the prerequisite. **Body Image:** This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.). Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA senior students who have taken the prerequisite. Credit 3 units. EN: H

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**F10 ART 412F Painting: Art Practice (Language of Abstraction)**

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content. Required for a concentration in painting. Prerequisite: Painting Studio: Material and Culture (F10 221A or F10 222A). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. Credit 3 units. Art: FAAM

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**F10 ART 413D Sculpture: Art Practice**

**Special Topics: The Book as Object and Artifact:** When we read a book, it is always the physical volume in our hands — or in some substitute for hands — that is being read. That reading is a hands-on experience we well understand, but what is to be said about artists taking hands to the book as object, transmogrifying it and separating it from readability? Participants in this studio will work with some of the great range of possibilities for using the book as a sculptural object to bring forth other orders of its meaning. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to senior BFA students who have taken the prerequisite. **Symbiosis:** This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite. **Matter in Hand:** This course focuses on an array of moldable and castable materials and processes that have played a key role in the history of artistic expression. In-depth demonstrations supported by critiques, discussions, lectures and historical readings provide opportunities to re-evaluate the meanings these primal materials bring to contemporary practice. Students explore these concepts through artistic and architectonic lenses and are encouraged to experiment with these processes in their work. Required for a concentration in sculpture. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to senior BFA students who have taken the prerequisite. Credit 3 units. EN: H

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**F10 ART 413M Sculpture: Art Practice (Sculptural Bodies)**

This course investigates the sociopolitical issues of the body, the figure and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations and readings contextualize the potential of sculptural systems to constitute the

meaning of a contemporary body. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Credit 3 units.

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#### **F10 ART 414J Sculpture: Art Practice**

**Material as Metaphor:** All materials carry meaning. This course familiarizes students with histories and fabrication processes intrinsic to sculpture. This course uses demonstrations and hands-on experiences, primarily but not exclusively with metal and woodworking processes to show how such materials inform a studio practice. Lectures and techniques contextualize an understanding of preformed and found material as a formal and conceptual component resulting in the final work of art. In a critical environment, students formulate their own material language and defend their art practice and creative decisions. Prerequisite: Sculpture Studio: Material and Culture. Open to senior BFA students who have taken the prerequisite.

**Sculptural Bodies:** This course investigates the sociopolitical issues of the body, the figure and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural and spiritual bodies. A variety of media and methods are explored with an emphasis on 3-dimensional work and object-based performance. Lectures, demonstrations and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body. Prerequisite: Sculpture Studio: Material and Culture. Open to senior BFA students who have taken the prerequisite.

Credit 3 units.

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#### **F10 ART 414K Sculpture: Art Practice (Symbiosis)**

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience. Required for a concentration in sculpture. Prerequisite: Sculpture Studio: Material and Culture (F10 213A or 214A). Open to BFA students who have taken the prerequisite.

Credit 3 units. Art: FAAM

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#### **F10 ART 415B Printmaking: Art Practice**

**Propaganda to Decoration:** This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media including lithography, screen-printing, stencils and photocopy. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to senior BFA students who have taken the prerequisite.

Credit 3 units. EN: H

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#### **F10 ART 415H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prerequisite: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor.

Credit 3 units.

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#### **F10 ART 416F Printmaking: Art Practice**

**The Printed Image:** This course explores the printed image as storyteller, educator, political tool, and narrative. Historical precedents and contemporary examples of political prints, graphic novels, posters, and narrative suites are examined as possible models for self-directed projects. Readings and discussions include strategies for drawing and appropriating imagery. Students will have the opportunity to produce a thematically unified body of work while gaining technical expertise in woodcut, etching and lithography. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to senior BFA students who have taken the prerequisite.

Credit 3 units. EN: H

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#### **F10 ART 416G Printmaking: Art Practice (Extra-Dimensional Printmaking)**

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope. Required for a concentration in printmaking. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite.

Credit 3 units. Art: FAAM

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#### **F10 ART 417H Photography: Art Practice**

**Methods of Distribution:** One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th and 21st century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional

exhibition-based contexts. Prerequisite: Photography Studio: Material and Culture (F10 217B or 218B). Open to senior BFA students who have taken the prerequisite. **Constellations, Sequences, Series:** Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression. Prerequisite: Photography Studio: Material and Culture (F10 217B or 218B). Open to senior BFA students who have taken the prerequisite. Credit 3 units. EN: H

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**F10 ART 417L Photography: Art Practice (Constellations, Sequences, Series)**

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression. Required for a concentration in photography. Prereq: Photography Studio: Material and Culture (F10 217B or 218B). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor. Credit 3 units.

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**F10 ART 418J Photography: Art Practice**

**Slow Image: Large Format Photography:** This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use. Prerequisite: Photography Studio: Material and Culture. Open to senior BFA students who have taken the prerequisite. Credit 3 units. EN: H

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**F10 ART 418K Photography: Art Practice (Documentary Photography & Social Practice)**

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open. Required for a concentration in photography. Prerequisite: Photography Studio: Material and Culture. Open to senior BFA students who have taken the prerequisite. Credit 3 units. Art: FAAM

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**F10 ART 423A Capstone 1: Fashion Design (Pre-Collection Studio)**

Same as ART 123A, ART 223A, ART 323A. Seniors only register of ART 423A. Introductory study of textiles, beginning with study of the basic fibers used in textile production, through weaving, knitting, dyeing, printing and finishing. Class format includes lectures, field trips, garment study and a variety of creative projects that replicate current textile production techniques such as weaving, silkscreen, dyeing and printing. Credit 3 units. EN: H

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**F10 ART 423B Apparel Strategy**

The study and analysis of the apparel collection and its functional components in an effort to merchandise ideas for groups, seasonal deliveries, and lines. Thoughtful synthesis of the spectrum of knowledge and skills acquired through prior fashion design course work. Development of design and marketing strategies for specific customer profiles and specialty markets. Open to senior fashion design majors only. Credit 3 units. EN: H

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**F10 ART 423D Fashion Design 2-D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs and illustrations for fashion design. Design problems associated with designing groups, collections and lines of apparel for popular and selected consumption are included. Credit 1.5 units.

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**F10 ART 423E Patternmaking Lab**

This lab is offered concurrent with the preliminary study for the creation of both 3-D and 2-D culminating work by senior majors. Resolution of patternmaking problems are addressed, and patternmaking skills are enhanced as appropriate. Open to senior fashion design majors only. Credit 1.5 units.

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**F10 ART 424A Capstone Studio 2 (Collection Studio)**

In conjunction with Fashion Studio B, students create the culminating work of their study in fashion through realization of signature collection and portfolio documentation of collection. This studio will be undertaken with tutorials and guidance on tailoring, dressmaking, presentation and documentation. Prerequisite: completion of junior year in fashion major. Enrollment required of and limited to senior fashion design majors.

Credit 3 units. Art: FADM EN: H

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**F10 ART 424B Professional Practices: Portfolio**

**Development**

Students work toward establishment of necessary construction, crafts skills, and signature illustration style required for completion of capstone project. Each student draws together and organizes evidence of vision and skill into a coherent presentation representative of their abilities as an emerging design professional. Work from this course is submitted for outside professional review. Prerequisite: completion of junior year in fashion major. Enrollment required of and limited to senior fashion design majors.

Credit 3 units. Art: FADM EN: H

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**F10 ART 424E Patternmaking Lab**

This lab is offered concurrent with the preliminary study for the creation of both 3-D and 2-D culminating work by senior majors. Resolution of patternmaking problems are addressed, and patternmaking skills are enhanced as appropriate. Open to senior fashion design majors only.

Credit 1.5 units.

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**F10 ART 424M Digital Lab**

This lab, offered concurrent with preliminary study for creation of both 3-D and 2-D culminating work by senior majors. Resolution of technical drawing and digital illustration problems addressed. Additionally, patternmaking and digital skills enhanced as appropriate. Only seniors in the fashion major may enroll.

Credit 1.5 units. Art: FADM

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**F10 ART 426D Special Topics: Relational, Conditional, and Process-Oriented Design**

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks which exploit and challenge traditional user expectations. Projects, experiments and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.

Same as F10 ART 326D

Credit 3 units. Art: FADM

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**F10 ART 426E Special Topics: Research Methods in Human-Centered Design**

In this course, students will design an experience based on learnings about peoples' needs and perspectives. Working in groups, we will follow a human-centered design process, beginning with planning and conducting in-context interviews, observations and co-creation activities, learning how to uncover latent knowledge. We will synthesize insights in order to inspire design ideas. We'll prototype these ideas in order to answer specific questions and lead to new iterations. Along the way,

we will discuss the broader landscape of design research, including ethnography, participatory and speculative design, and evaluative methods, examining critiques and benefits of different approaches. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326E; seniors for F10 Art 426E. Counts toward design minor if space is available. Prerequisite: Word + Image II or Typography II.

Same as F10 ART 326E

Credit 3 units. Art: FADM

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**F10 ART 426F Special Topics: Transition Design/Service Design**

Services design is an emerging interdisciplinary approach for creating useful, usable and desirable experiences between providers and customers such as emergency health or disaster preparedness. Through complex applied projects we visualize systems and strategic opportunities using journey maps and personas to understand experiences at various scales. Case study examples, lectures, readings, discussion, and hands-on exercises and projects provide the foundation to then design artifacts at key touch points using a variety of media type such as print, screen or environmental design. We take on two applied projects, one individually and one in teams with a local partner. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326F; seniors for F10 Art 426F. Counts toward design minor if space is available. Prerequisite: Word + Image II or Typography II.

Same as F10 ART 326F

Credit 3 units. Art: FADM

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**F10 ART 426G Special Topics: Illustration as Practice**

This class will focus on the professional practice of conceptual illustration while cultivating an individual voice. We will practice the methodology of creating visual metaphors, visualizing concise ideas and working under short deadlines. The projects will cover the range of image making in the professional world today including editorial, portraiture, lettering, packaging, working with text/layouts and op-ed assignments. Students will continue to develop their portfolio in the context of these projects. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326G; seniors for F10 Art 426G. Counts toward design minor if space is available. Prerequisite: Word + Image II or Type II.

Same as F10 ART 326G

Credit 3 units. Art: FADM

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**F10 ART 426H Special Topics: Interaction Design: Layout Systems**

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks, and templating systems. Refine HTML and CSS skills, and learn best practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that are portfolio-ready. This course is open to junior and senior communication design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts toward design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.

Same as F10 ART 326H

Credit 3 units. Art: FADM

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**F10 ART 428E Illustration Concepts & Media**

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image II. This course is open to juniors and seniors in the communication design major. Same as F10 ART 328E  
Credit 3 units.

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**F10 ART 428F Storytelling Across Multiple Media**

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. This course is open to juniors and seniors in the communication design major. Counts toward design minor if room available. Prerequisites: Word + Image II or Type II.  
Same as F10 ART 328F  
Credit 3 units.

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**F10 ART 428G Branding & Identity**

Students will learn about brands as: 1) an identity; a shorthand for a company or product, 2) an image; where an individual perceives a brand as representing a particular reality, and 3) a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design and implement a brand, challenging them to realize the full breadth of a brand's reach. This course is open to juniors and seniors in the communication design major. Prerequisites: Word + Image II or Type II.  
Same as F10 ART 328G  
Credit 3 units.

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**F10 ART 429C Time-Based Media: Art Practice**

**Mediated Performance:** This course explores the body as a time-based medium and a vehicle of expression that interacts with cinematic and sound technologies, undergoing gradual semantic, virtual and visceral transformations. Students create performance-based video and sound works that are mediated with electronic/digital technology and performed or screened in public. Collaborative, individual political and poetic actions and happenings are encouraged. Students focus on the production of conceptually rigorous and technically convincing work that embodies their performative, experimental and individually designed ideas. Projects are informed by readings in media theory, writing assignments, and active participation in critiques of works by contemporary media artists. Prerequisite: Digital Design (F10 243) or Digital Studio (F10 242). Open to BFA students who have taken the prerequisite, and others, including

minors and MFA students, with consent of instructor. **Expanded Cinema:** Focusing on experimental approaches to digital filmmaking this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will acquire basic understanding of independent video production and collaboration, as well as time-based composition, camera operation, editing software and presentation strategies. Active participation in discussions of contemporary experimental cinema and video art will be part of this course. Prerequisite: Digital Design (F10 243) or Digital Studio (F10 242). Open to BFA students who have taken the prerequisite, and others, including minors, with consent of instructor. **Sonic Space: Sound Art I:** Sonic Space: Sound Art I explores sound and musical composition in digital format as a sculptural, spatial and architectural intervention. The course offers an introduction to current Sound Art practices in the context of fine arts and examines how such practices are capable of altering our sense of space and time. The course necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of recording and editing sound technologies with a goal of composing sound works for space and for headphones. No prior musical or electronic education is necessary; however, basic computer literacy is highly recommended.  
Credit 3 units. EN: H

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**F10 ART 429L Time-Based Media: Art Practice (Special Topics: The Language of Moving Images)**

This course will examine the language of filmic images as they relate to various visual art forms, which includes, among other elements, shot construction, sequencing, pace, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the analytical skills required to interpret moving images and to think deeply about their productions, which may utilize forms other than video or film and include installation components. Not focused heavily on technical approaches, creative work will be driven predominantly by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Design or Digital Studio. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units.

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**F10 ART 430I Time-Based Media: Art Practice (New Media in Art)**

Exploring the intersection of art and technology, the course focuses on the phenomenon of time as an artistic medium and as the subject of work. Through the production of time-based works in a virtual realm, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities that artists and artist collectives face in the 21st century. Students gain exposure to selected software as it pertains to their individually designed projects. Readings, writing assignments and an active participation in critiques of works by contemporary new media artists will be part of this seminar. Prerequisite: Digital Design or Digital Studio. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units. Art: FAAM

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**F10 ART 432A Interaction Design: User Centered**

**Applications**

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly-simple digital interactions, and familiarize ourselves with the attributes of digital device as "canvas." We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the communication design major.

Credit 3 units. EN: H

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**F10 ART 432B Advertising Processes**

This studio course explores the strategic and conceptual processes that lead to execution of innovative advertising campaigns across mass and alternative media. A concise historical overview of advertising and its role in American society and culture creates a context for three applied assignments in key product, service and public service categories. Emphasis is placed on the processes of strategic development and documentation followed by an exploration of a range of solutions to marketing and branding problems and opportunities. Students develop skills in persuasive messaging that include art and creative direction, copywriting, creative team building, and visual and oral presentation of concepts. The course culminates with the execution of selected concepts in printed, electronic and/or audio forms. This course is open to juniors and seniors in the communication design major.

Credit 3 units. EN: H

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**F10 ART 433C Capstone in Design 1: Research Methods (Form and Function)**

This course explores the development of compelling and refined visual vocabularies to respond to a wide variety of narrative and interactive contexts. Students hone their methods for brainstorming and visual iteration with emphasis on composition, type, color, and word and image relationships. An expansive approach-making to visual work is then linked to a set of ideas about design function and user response, ultimately providing students with tools to develop wide-ranging design artifacts that perform specific kinds of "work." Some projects are done in collaborative groups; all projects have components that students create individually. Artifacts may include books, maps, apps and presentations. Permission of instructor. Senior standing; College of Art majors only.

Credit 3 units. EN: H

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**F10 ART 433D Capstone in Design 1: Research Methods (Form and Interaction)**

This course helps students to develop and refine methodologies for making strong and varied visual work in the context of interactive products. Specific deliverables may include apps, websites, presentations, and user research studies. Permission of instructor. Senior standing; College of Art majors only.

Credit 3 units. EN: H

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**F10 ART 433E Capstone in Illustration 1: Research Methods Image and Story**

Required for senior majors in communication design with an emphasis in illustration. An advanced course in image-making for functional contexts. Students develop projects which isolate issues of approach, production, distribution and market in the landscape of illustration and cartooning today. Targeted research questions are posed in response to individual student work. Successful completion of the course requires the development of and commitment to an aesthetic and creative position within the fields of illustration and cartooning. Readings address the history and culture of illustration, comics and animation. The course anticipates the work of Capstone Studio 2.

Credit 3 units. EN: H

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**F10 ART 433J Interaction Design: Advanced Applications**

This course allows students to hone and apply visual skills to interaction projects, with some emphasis on technical development. Specific deliverables may include websites across platforms, apps and other digital applications. Permission of instructor. Senior standing; College of Art majors only.

Credit 3 units.

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**F10 ART 433K The Illustrator's Sketchbook**

The sketchbook has long been seen as the artist's personal playground. In this course, students are making images that explore concepts and visual narratives — but the raw materials for these illustrations come from exploration inside the pages of their sketchbooks. This course develops a discipline of daily drawing. In addition to sketchbook work, project assignments include both conceptual and applied projects like illustrated book jackets and short stories. Significant time is spent in media exploration, development of technique, and professional practices. Senior standing, College of Art majors only.

Credit 3 units. EN: H

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**F10 ART 434A Senior Design Capstone: Narrative Design**

Students will select a subject and create a narrative book, magazine, zine, or screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement, and the successful integration of word and image. Semester culminates in formal presentation and professional project review. This course is appropriate for seniors in the communication design major.

Credit 3 units. Art: FADM EN: H

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**F10 ART 434B Senior Illustration Capstone: Visual Stories**

Students will spend the semester creating a long-form visual story. The source material for this story should be an existing story, song, legend, myth, historical event, book or other documented text. Using both nonfiction and fiction source materials, students will produce a single narrative in the form of an illustrated book, graphic novel/mini-comic or digital experience. The project will be expansive and cover a large range of professional practices, from visual conceptual development to final execution. Prerequisite: Image & Story or Editorial Illustration. This course is appropriate for seniors in the communication design major.

Credit 3 units. Art: FADM EN: H

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**F10 ART 435M Special Topics in Communication Design:  
Design for Social Impact**

Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively. Senior standing, College of Art majors only. CET (<https://gephardtinsttute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Credit 3 units.

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**F10 ART 436A Visual Journalism and Reportage Drawing**

This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The "special artists" who reported on the American Civil War, the urban observers of the Ashcan School, and the "New Journalism" illustrators of the 1950s, '60s and '70s brought vision and force to their work as reporters. Today, the reportage tradition is being reinvigorated in online outlets and periodicals. Students produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course provides plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the communication design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.) CET (<https://gephardtinsttute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Credit 3 units. EN: H

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**F10 ART 436N Special Topics in Communication Design:  
Environmental Design**

This course offers an introduction to the process and problem-solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and its impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

Credit 3 units.

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**F10 ART 461 Capstone Studio I**

Required for majors in painting, photography, printmaking and sculpture, beginning with the class of 2015. This is an advanced course in studio art conceptualization and production. Students develop creative concepts, objects and gestures; successful completion of the course entails the development of, and commitment to, an artistic position, evidenced by studio production, presentation and writing. Responsibilities include preparation of drawings, models, maquettes and other documentation. This course anticipates the work of Capstone Studio II, which culminates in a senior exhibition. This course includes practice, critique and occasional museum/gallery visits.

Corequisite: must be taken concurrently with F10 ART 411A, ART 413D, or ART 415B.

Credit 3 units. EN: H

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**F10 ART 462 Capstone Studio II**

Continuation of Capstone Studio I. Required for majors in painting, photography, printmaking and sculpture, beginning with the class of 2015. Course participants design, prepare and complete a body of materially and conceptually resolved work for the spring Capstone exhibition. The course fosters an intellectual dialogue among seniors making the transition from studio to artist. Completion of a body of work is accompanied by intensive critical analysis of the ideas and methods from which it arises. Course includes practice, critique and occasional museum/gallery visits. Corequisite: must be taken concurrently with F10 ART 412A, ART 4143D, ART 416B or ART 418G.

Credit 3 units. Art: FAAM EN: H

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**F10 ART 472B Content to Cover: the Design of Books**

This studio course considers the design of books in their totality, from the smallest typographic details of text pages, to designing the page grid, and the selection of images, type, materials and color of the binding and cover. Students will produce two books from texts assigned to them. The first will be a text-based book of prose; the second, larger project, will include body text, images, captions, footnotes. Beginning with a thorough discussion of the landscape of the two-page spread, students will complete a short research project based upon a complex illustrated book in the library. Discussion of print production and binding options in industry will be enhanced by a visit to a local offset printer and to Olin Library Special Collections. Students will deepen their skill base in typographic applications, the use of InDesign as a multipage document tool, a range of imaging techniques offered in the Book Studio, and bookbinding technique, as well as building their design criticism vocabulary. This course is appropriate for juniors and seniors in the communication design major.

Credit 3 units.

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**F10 ART 485A Public Practice: Art Practice**

Students examine, critically explore and execute work in the public sphere. Readings, discussions and presentations generate a framework for understanding historical, theoretical and practical considerations for creating artwork in relation to the material/social conditions of public space. Projects may respond to any number of approaches in the contemporary field, including public sculpture, participatory art and ephemeral art practices. Students learn the discipline of proposal development and present final projects that are adjudicated by an outside jury. Students whose work is selected by the jury must enroll in the spring semester course "From Design to Realization." It is highly recommended that students who wish to concentrate in sculpture enroll in this course. Open to BFA students with senior-level standing and others, including minors, with consent of instructor.

Credit 3 units. EN: H

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**F10 ART 486A Public Practice: Art Practice (Realized  
Actions)**

This studio course focuses on the realization of art projects in the public sphere. The class is a forum for students to explore self-generated public art projects as well as public art challenges and opportunities brought to the class from outside sources. Students will have the opportunity to work with local community and civic organizations to use artwork as a means of social engagement.

Projects may respond to any number of approaches in the contemporary field, including public sculpture, participatory art and ephemeral art practices. Faculty and student generated readings, discussions, and presentations will be the platform for creating actionable projects that operate within the material/social conditions of public space. This course is required for those students awarded a commission in Fall Art Practice: Public Practice as part of the University City Community Visuals Public Sculpture Series. Open to BFA students with junior-level standing, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units. EN: H

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## F20 Art

Visit online course listings to view semester offerings for F20 ART (<https://courses.wustl.edu/CourseInfo.aspx?sch=F&dept=F20&crslvl=1:4>).

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### F20 ART 111 Painting

Same as F20 211, 311, 411. First-year students (only) register for F20 111. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 112 Painting

Same as F20 212, 312, 412. First-year students (only) register for F20 112. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 113F Sculpture: Foundry

Same as F20 213F, F20 313F, F20 413F. First-year students (only) register for F20 113F Art. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. School of Art majors and non-art students pursuing an art minor will have priority. Prerequisite: freshman standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 113G Sculpture: Wood

Same as F20 213G, F20 313G, F20 413G. First-year students (only) register for F20 113G Art. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. School of Art majors and non-

art students pursuing an art minor will have priority. Prerequisite: freshman standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 113H Sculpture: Blacksmithing

This course is an introduction to blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 113I Sculpture: Metal Fabrication

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 114F Sculpture: Foundry

Same as F20 214F, F20 314F, F20 414F. First-year students (only) register for F20 114F Art. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. Prerequisite: freshman standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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### F20 ART 114G Sculpture: Wood

Same as F20 214G, F20 314G, F20 414G. First-year students (only) register for F20 114G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. Prerequisite: freshman standing or departmental approval.  
Credit 3 units. EN: H

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### F20 ART 114I Sculpture: Metal Fabrication

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.  
Credit 3 units. EN: H

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### F20 ART 115 Printmaking

Same as F20 215, 315, 415. First-year students (only) register for F20 115. Survey of printmaking covering basic processes in intaglio, lithography, relief, and monotype. Emphasis on mixed media and experimentation with a foundation in traditional,

historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 116 Printmaking**

Same as F20 216, 316, 416. First-year students (only) register for F20 116. Survey of printmaking covering basic processes in intaglio, lithography, relief and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 1183 Digital Photography**

Only undergraduates register for F20 1183. Graduate students register for F20 4183. This introductory level course will explore digital technology for capturing, enhancing and producing still lens-based images. The course will address basic digital camera operations, the visual language of camera-generated images, computer workflow and the connoisseurship of digital image output. The course assumes no prior knowledge or experience with digital imaging technologies or materials. Students must provide a digital camera.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 1184 Digital Photo II/Digital Imaging**

This course addresses the use of technology and pixel-based software for generating, manipulating and compositing still digital images. The course examines the visual language and poetics of additive lens-based images while providing students with knowledge of software tools, input devices, production techniques, color management strategies and output devices.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 1185 Kinetic Image/Digital Video**

This introductory-level course addresses the use of digital technology and software for capturing, editing and producing moving images. The course examines the visual language and poetics of moving images while providing students with foundation knowledge of camera operations, production storyboarding, software tools and presentation strategies. The course assumes no prior knowledge or experience with kinetic imaging technologies or software.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 1186 Black-and-White Photography**

Introduction to the fundamentals of black-and-white photography. Emphasis on control of film, paper and black-and-white photographic processes in the classical fine arts tradition. Topics may include portrait, landscape, street photography, the figure and contemporary issues in photography.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 1187 Black-and-White Photography II**

Same as 4187. Only undergraduates register for F20 1187. Graduate students register for F20 4187. Course adds to the experience of F20 1186 Black-and-White Photography. Students investigate phenomena relative to the camera and photography. Students develop the vision necessary to take intelligent and articulate photographs, as well as establish the notion of high craft in terms of the negative and the print. Topics may include

portrait, landscape, street photography, the figure, and the photo story.

Credit 3 units. Art: FAAM

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#### **F20 ART 119 Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 120 Ceramics**

Same as F20 220, 320, 420. First-year students (only) register for F20 120. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 127A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 128A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 133 Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units. Art: FADM EN: H

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#### **F20 ART 134 Basic Illustration**

Same as F20 234, 334, 434. First-year students (only) register for F20 134. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Ideal course for College of Art students whose work focuses on images, communication design minors, students outside the College of Art interested in the aesthetics of images, and business students. No prerequisites. This course is appropriate for any student in the university. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 135G The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market and the development of image-driven products using images, design and writing. Traditional drawing skills not required. Students may work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, design minors, and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 135I Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the communication design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units. Art: FADM EN: H

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**F20 ART 135J Introduction to Animating in Three Dimensions**

This course addresses the fundamental principles of designing and constructing the 3-dimensional modeled world for film and video. Students progress from an overview of the 3-D animation process to defining and implementing filmic ideas using their own modeled creations. Sketches are imported into modeling software (Maya), which is used to build and animate characters, create environments and produce effects. Three-dimensional animation is created in its own virtual space and is navigated by cameras much like a traditional film studio or sound stage. Therefore, cinematic shot design and camera navigation within the virtual world are examined in depth. An animated 3-D short is produced to convey a simple story in a model environment.

Credit 3 units. Art: FADM EN: H

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**F20 ART 135O Drawing as Thinking**

Same as F20 235O, 335O, 435O. First-year students (only) register for F20 135O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.

Credit 3 units.

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**F20 ART 1361 Advertising 1**

Same as F20 2361, F20 3361, F20 4361. First-year students (only) register for F20 1361. This hybrid studio/lecture course introduces students to the field of advertising by defining its

role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Credit 3 units. Art: FADM EN: H

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**F20 ART 1362 Advertising I**

Same as F20 2362, 3362, 4362. First-year students (only) register for F20 1362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. No prerequisites. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 1363 Advertising in the Digital Age**

Same as F20 2363, 3363, 4363. First-year students (only) register for F20 1363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally, we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

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**F20 ART 1364 Advertising in the Digital Age**

Same as F20 2364, 3364, 4364. First-year students (only) register for F20 1364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

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**F20 ART 1365 History of Advertising**

Same as F20 2365, F20 3365, F20 4365. First-year students (only) register for F20 1365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them,

and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

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**F20 ART 1366 History of Advertising**

Same as F20 2366, F20 3366, F20 4366. First-year students (only) register for F20 1366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them, and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 136G The Licensed Image: Development and Distribution**

Same as F20 236G, 336G, 436G. First-year students (only) register for F20 136G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market, and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, Communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 136I Communication Design I**

Same as F20 236I, 336I, 436I. First-year students (only) register for F20 136I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. No prerequisites. This course is appropriate for any student in the university. Counts toward Design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 136J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise.

Prerequisite: F10 Art 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 136K Communication Design II**

Same as F20 236K, 336K, 436K. First-year students (only) register for F20 136K. Building on the fundamentals of CDEs I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisite: Communication Design I. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 138J Advanced Animation**

Same as F20 238J, 338J, 438J. First-year students (only) register for F20 138J. This course focuses on completing a short animated film as a group project utilizing a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and animatic. Key moments will be identified to be animated first. Once agreed on, students will be able to choose to work in various parts of the pipeline including Character Design; Layout and Set Design; 3-D modeling; Rigging; Animation; Textures; Special Effects; Sound; Rendering and Editing. Finally, it is all put together as a short. This is an advanced course that assumes some experience in Maya or similar 3-D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission from the instructor. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 143B Fiber Manipulation**

Same as F20 243B, 343B and 443B. First-year students (only) register for F20 143B. Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibouri, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. Open to first-year through senior-level students.

Credit 3 units. Art: FADM

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**F20 ART 1481 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset

lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.  
Credit 3 units. EN: H

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**F20 ART 1482 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress, engraving and intaglio, offset lithography and digital ("virtual") media. Certain projects may require a second semester of study to complete.  
Credit 3 units. EN: H

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**F20 ART 171 Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging and printing type on a page. The students receive a basic introduction to typography, history of letterforms and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 1713 Introduction to Book Binding**

Same as F20 2713, F20 3713, F20 4713. First-year students (only) register for F20 1713. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 1714 Introduction to Book Binding**

Same as F20 2714, F20 3714, F20 4714. First-year students (only) register for F20 1714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings. Prerequisite: None.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 180 Special Topics: Haute Photography**

Same as F20 280, 380 and 480. First-year students (only) register for F20 180. This photography course delves into the ever-changing fashion industry and investigates how fashion affects our sense of reality and self. Informed by architecture, cinema, design and music, this class invites students to reconsider their relationship with the highly coded world of mass-media representation in fashion from the street to the runway. Students will be steeped in both studio and location lighting. Discourse also includes, through engaging dialog as well as practice, how post-production (Photoshop) impacts the industry and world market. Students are required to have some form of image capture device. No prerequisites.  
Credit 3 units.

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**F20 ART 211 Painting**

Same as F20 111, 311, 411. Sophomores (only) register for F20 211. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 212 Painting**

Same as F20 112, 312, 412. Sophomores (only) register for F20 212. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 213F Sculpture: Foundry**

Same as F20 ART 113F, F20 ART 313F, F20 ART 413F. Sophomores (only) register for F20 ART 213F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. College of Art majors and non-art students pursuing an art minor have priority. Prerequisite: sophomore standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 213G Sculpture: Wood**

Same as F20 ART 113G, F20 ART 313G, F20 ART 413G. Sophomores (only) register for F20 ART 213G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. College of Art majors and non-art students pursuing an art minor have priority. Prerequisite: sophomore standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 213H Sculpture: Blacksmithing**

This course is an introduction to blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 213I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 214F Sculpture: Foundry**

Same as F20 ART 114F, F20 ART 314F, F20 ART 414F. Sophomores (only) register for F20 ART 214F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. Prerequisite: sophomore standing or departmental approval.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 214G Sculpture: Wood**

Same as F20 ART 114G, F20 ART 314G, F20 ART 414G. Sophomores (only) register for F20 ART 214G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. Prerequisite: sophomore standing or departmental approval.

Credit 3 units. EN: H

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**F20 ART 214I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.

Credit 3 units. EN: H

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**F20 ART 215 Printmaking**

Same as F20 115, 315, 415. Sophomores (only) register for F20 215. Survey of printmaking covering basic processes in intaglio, lithography, relief, and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 216 Printmaking**

Same as F20 116, 316, 416. Sophomores (only) register for F20 216. Survey of printmaking covering basic processes in intaglio, lithography, relief and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 219 Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 220 Ceramics**

Same as F20 120, 320, 420. Sophomores (only) register for F20 220. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 223F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)**

University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design.

Credit 3 units. Art: FADM EN: H

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**F20 ART 223L Special Topics in Fashion Design: Fashion and Race**

Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system. Prerequisites: none. Counts toward design minor.

Credit 3 units. Art: FADM

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### **F20 ART 227A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 228A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 229F Tale of Two Cities: Documenting Our Divides**

The metropolitan St. Louis area has become the nation's symbol of modern segregation erupting into urban unrest and violence foiled against nonviolent direct-action interventions, youth-driven social protests and grassroots revitalization. With the assistance of a faculty seed grant from the Divided City Initiative, in partnership with the Center for the Humanities in Arts & Sciences and the Mellon Foundation, Tale of Two Cities: Documenting Our Divides will bring together students working in transdisciplinary teams to create documentary videos of street events, meetings and interviews that capture the immediacy of this historical moment. Students will partner and engage with a local nonprofit organization, grassroots movement or religious institution. Topics can include personal and/or institutional issues of a "divided city" that are exacerbated by race, gender, economic status, sexual orientation or geography. Successful completion of this course involves researching and creating a short video with a distinctive perspective and point of view that will draw upon the team's collaborative voices from history, performing arts, economics, law, social work, African-American studies, architecture and art. Skills will be developed in the fundamentals of story development, video and audio-capture in the field, editing with Adobe Premier and archival preservation. No prerequisites.

Same as I50 InterD 329F

Credit 3 units.

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### **F20 ART 233 Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units. Art: FADM EN: H

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### **F20 ART 234 Basic Illustration**

Same as F20 134, 334, 434. Sophomores (only) register for F20 234. An introduction to the concepts, media, and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Ideal course for College of Art students whose work focuses on images, communication design minors, students outside the College of Art interested in the aesthetics of images, and business students. No prerequisites. This course is appropriate for any student in the university. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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### **F20 ART 235A Interaction Design: Applications for Public Health**

Through a blend of presentations from practitioners, classroom lectures, readings, discussion and hands-on exercises, this class engages principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We take on an in-depth challenge in an area such as transportation or community health resources and work in cross-disciplinary design teams with an external partner organization. Students gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes and a final presentation, which may include visual design, animation, and sound. Students work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, though experience with Adobe Photoshop, Illustrator and InDesign are helpful. No prerequisites. Open to sophomores through graduate-level students across the university.

Credit 3 units. EN: H

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### **F20 ART 235G The Licensed Image: Development and Distribution**

Same as F20 135G, F20 335G, F20 435G. Sophomores (only) register for F20 235G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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### **F20 ART 235I Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the communication design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units. Art: FADM EN: H

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### **F20 ART 235J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 ART 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 2350 Drawing as Thinking**

Same as F20 135O, F20 335O, F20 435O. Sophomores (only) register for F20 235O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former. Credit 3 units.

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**F20 ART 2361 Advertising 1**

Same as F20 ART 1361, F20 ART 3361, F20 ART 4361. Sophomores (only) register for F20 ART 2361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary. Credit 3 units. Art: FADM EN: H

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**F20 ART 2362 Advertising I**

Same as F20 1362, 3362, 4362. Sophomores (only) register for F20 2362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. No prerequisites. This course counts in the communication design minor. Credit 3 units. Art: FADM EN: H

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**F20 ART 2363 Advertising in the Digital Age**

Same as F20 ART 1363, ART 3363, ART 4363. Sophomores (only) register for F20 ART 2363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally, we speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one. Credit 3 units. Art: FADM EN: H

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**F20 ART 2364 Advertising in the Digital Age**

Same as F20 1364, 3364, 4364. Sophomores (only) register for F20 2364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

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**F20 ART 2365 History of Advertising**

Same as F20 1365, F20 3365, F20 4365. Sophomores (only) register for F20 2365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor. Credit 3 units. Art: FADM

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**F20 ART 2366 History of Advertising**

Same as F20 1366, 3366, 4366. Sophomores (only) register for F20 2366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them, and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor. Credit 3 units. Art: FADM EN: H

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**F20 ART 236A Interaction Design: Understanding Health and Well-Being**

Same as F20 336A, F20 436A. Sophomores (only) register for F20 236A. Through a blend of presentations from practitioners, classroom lectures, readings, discussion and hands-on exercises, this class will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes and a final presentation, which may include visual design, animation and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary though experience with Adobe Photoshop, Illustrator and InDesign are helpful.

No prerequisites. Open to sophomore through graduate-level students across the university.

Credit 3 units. Art: FADM EN: H

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**F20 ART 236G The Licensed Image: Development and Distribution**

Same as F20 136G, 336G, 436G. Sophomores (only) register for F20 236G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market, and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 236I Communication Design I**

Same as F20 136I, 336I, 436I. Sophomores (only) register for F20 236I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. No prerequisites. This course is appropriate for any student in the university. Counts toward Design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 236J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 ART 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 236K Communication Design II**

Same as F20 136K, 336K, 436K. Sophomores (only) register for F20 236K. Building on the fundamentals of CDes I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will

introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisite: Communication Design I. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 2385 The Art of Advertising**

The Art of Advertising elective will introduce students to the field by defining the role of advertising in American culture and economy. It will begin by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class will explain the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course will consist of lectures and visiting instructors, brief essay quizzes and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis will be placed upon the creative disciplines.

Credit 3 units. EN: H

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**F20 ART 238J Advanced Animation**

Same as F20 138J, 338J, 438J. Sophomores (only) register for F20 238J. This course focuses on completing a short animated film as a group project utilizing a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and animatic. Key moments will be identified to be animated first. Once agreed on, students will be able to choose to work in various parts of the pipeline including Character Design; Layout and Set Design; 3-D modeling; Rigging; Animation; Textures; Special Effects; Sound; Rendering and Editing. Finally, it is all put together as a short. This is an advanced course that assumes some experience in Maya or similar 3-D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission from the instructor. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 239I Radical Design: Making Civic Experiences**

Same as F20 339I, 439I. Sophomores (only) register for F20 239I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket or the layout of a courtroom), and experiments with how redesigning these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Counts toward design minor.

Credit 3 units. Art: FADM

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**F20 ART 2481 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single

sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.  
Credit 3 units. EN: H

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**F20 ART 2482 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.  
Credit 3 units. EN: H

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**F20 ART 2648 Italian Language**

This course, taught entirely in Italian, covers Italian grammar and conversation for study abroad students in Florence. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.  
Credit 3 units. EN: H

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**F20 ART 2661 Semester Abroad Program Seminar**

This course prepares students participating in the Sam Fox School's Semester Abroad Programs. The seminar meets eight times over the course of the semester. Attendance is mandatory for students going abroad. Prerequisite: College of Art and College of Architecture students selected for the Sam Fox School Abroad Programs.  
Credit 1 unit. EN: H

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**F20 ART 2662 Semester Abroad Program Seminar**

This course prepares students participating in the College of Art's Semester Abroad Program in Florence, Italy. The seminar meets eight times over the course of the semester. Attendance is required. Prerequisite: students selected for the Semester Abroad Program only.  
Credit 1 unit. EN: H

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**F20 ART 271 Introduction to Letterpress Printing**

This class will serve as an introduction to printing with the Vandercook handpress. Through a series of assignments students will learn a systematic approach to planning, arranging and printing type on a page. The students will receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image will also be explored. As an exploration of the publishing process students will produce a chapbook of a short literary work. The class will primarily focus on typographic composition, but one assignment will employ a combination of work and image.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 2713 Introduction to Book Binding**

Same as F20 1713, F20 3713, F20 4713. Sophomores (only) register for F20 2713. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 2714 Introduction to Book Binding**

Same as F20 1714, F20 3714, F20 4714. Sophomores (only) register for F20 2714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 2783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery. No prerequisites; 200 level open to students across the university. Counts toward design minor.  
Credit 3 units. Art: FADM

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**F20 ART 280 Special Topics: Haute Photography**

Same as F20 180, 380 and 480. Sophomores (only) register for F20 280. This photography course delves into the ever-changing fashion industry and investigates how fashion affects our sense of reality and self. Informed by architecture, cinema, design and music, this class invites students to reconsider our relationship with the highly coded world of mass-media representation in fashion from the street to the runway. Students will be steeped in both studio and location lighting. Discourse also includes, through engaging dialog as well as practice, how post-production (Photoshop) impacts the industry and world market. Students

are required to have some form of image capture device. No prerequisites.  
Credit 3 units.

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**F20 ART 283 Special Topics: Eco-Art**

Same as F20 383 and 483. Sophomores (only) register for F20 283. Eco-art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envisioning our relationship with the natural world by informing, challenging, inventing and reclaiming. The practice can include "green" methodologies, repurposed objects, land art, ecoventions, social sculpture and community activism. This studio-based course explores various artistic practices and working methodologies related to environmental art. The course is organized around contemporary and art historical precedents, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 307X Community Building**

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods — old, new, affluent, poor — to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area (or areas), each trip highlighting some theme or issue related to the built environment (architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, future visions, etc.). Running parallel to this, students are involved in an ongoing relationship with one particular struggling neighborhood, in which students attend community meetings and get to know and become involved with the people in the community in a variety of ways. Students learn to look below the surface, beyond the single obvious story, for multiple stories, discovering their complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Same as X10 XCORE 307X  
Credit 3 units. EN: H

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**F20 ART 308X Community Building North**

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand and address conflicting voices. Readings, speakers, site visits, films and other materials will be combined with discussion, writing and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as adviser and guide. The interdisciplinary

course he developed over many years, "Community Building/ Building Community," provides the intellectual, ethical, and spiritual bases as co-taught by Raimist and Hansman. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building, however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty and community partners working to find common values and beliefs upon which to build concrete, meaningful action.

Same as X10 XCORE 308X  
Credit 3 units.

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**F20 ART 311 Painting**

Same as F20 111, 211, 411. Juniors (only) register for F20 311. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 312 Painting**

Same as F20 112, 212, 412. Juniors (only) register for F20 312. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 313F Sculpture: Foundry**

Same as F20 113F, F20 213F, F20 413F. Juniors (only) register for F20 313F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. School of Art majors and non-art students pursuing an art minor will have priority. Prerequisite: junior standing or departmental approval.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 313G Sculpture: Wood**

Same as F20 113G, F20 213G, F20 413G. Juniors (only) register for F20 313G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. School of Art majors and non-art students pursuing an art minor will have priority. Prerequisite: junior standing or departmental approval.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 313H Sculpture: Blacksmithing**

This course is an introduction to Blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic

material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 313I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 314F Sculpture: Foundry**

Same as F20 ART 114F, F20 ART 214F, F20 ART 414F. Juniors (only) register for F20 ART 314F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. Prerequisite: junior standing or departmental approval.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 314G Sculpture: Wood**

Same as F20 ART 114G, F20 ART 214G, F20 ART 413G. Juniors (only) register for F20 ART 314G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. Prerequisite: junior standing or departmental approval.

Credit 3 units. EN: H

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#### **F20 ART 314I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.

Credit 3 units. EN: H

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#### **F20 ART 315 Printmaking**

Same as F20 115, 215, 415. Juniors (only) register for F20 315. Survey of printmaking covering basic processes in intaglio, lithography, relief, and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 316 Printmaking**

Same as F20 116, 216, 416. Juniors (only) register for F20 316. Survey of printmaking covering basic processes in intaglio,

lithography, relief and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.

Credit 3 units. Art: FAAM EN: H

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#### **F20 ART 317X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.

Same as X10 XCORE 317X

Credit 3 units. EN: H

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#### **F20 ART 3183 Photography III**

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students, through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism.

Credit 3 units. EN: H

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#### **F20 ART 3184 Photography III**

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students, through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism.

Credit 3 units. EN: H

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#### **F20 ART 319 Ceramics**

Advanced ceramics/glass study focuses on the student acquiring working knowledge of a variety of available materials and technologies to develop a personal direction and pursue self-determined goals. Experimentation is encouraged in both glass and clay. This may involve working in traditional or contemporary, vessel or sculptural concepts. Available to students is a variety of materials, equipment and technical information. Ceramics, porcelain, stoneware, terra-cotta and low-temperature clays are used in conjunction with extensive study of glazing and firing technology. Students explore and develop skills in Raku, low-temperature, oxidation, reduction, electric, high-temperature and pit firings.

Credit 3 units. Art: FAAM EN: H

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### F20 ART 320 Ceramics

Same as F20 120, 220, 420. Juniors (only) register for F20 320. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level. Credit 3 units. Art: FAAM EN: H

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### F20 ART 323F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)

University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design. CET (<https://gephardt.institute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course. Credit 3 units. Art: FADM EN: H

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### F20 ART 323L Special Topics in Fashion Design: Fashion and Race

Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system. Prerequisites: none. Counts toward design minor. Credit 3 units. Art: FADM

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### F20 ART 327A History of Photography

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium. Credit 3 units. Art: FAAM EN: H

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### F20 ART 327X Color Systems

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate

various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement. Prerequisite: Drawing I, Communication Design I, or 2-D Design, or permission of instructor. Same as X10 XCORE 327X. Credit 3 units. EN: H

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### F20 ART 3285 The Italian Renaissance in the City of Florence

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice. Prerequisite: College of Architecture and College of Art juniors in the study abroad program in Florence, Italy. Credit 3 units.

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### F20 ART 328A History of Photography

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium. Credit 3 units. Art: FAAM EN: H

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### F20 ART 329F Tale of Two Cities: Documenting Our Divides

The metropolitan St. Louis area has become the nation's symbol of modern segregation erupting into urban unrest and violence foiled against nonviolent direct-action interventions, youth-driven social protests and grassroots revitalization. With the assistance of a faculty seed grant from the Divided City Initiative, in partnership with the Center for the Humanities in Arts & Sciences and the Mellon Foundation, Tale of Two Cities: Documenting Our Divides will bring together students working in transdisciplinary teams to create documentary videos of street events, meetings and interviews that capture the immediacy of this historical moment. Students will partner and engage with a local nonprofit organization, grassroots movement or religious institution. Topics can include personal and/or institutional issues of a "divided city" that are exacerbated by race, gender, economic status, sexual orientation or geography. Successful completion of this course involves researching and creating a short video with a distinctive perspective and point of view that will draw upon the team's collaborative voices from history, performing arts, economics, law, social work, African-American studies, architecture and art. Skills will be developed in the fundamentals of story development, video and audio-capture in the field, editing with Adobe Premier and archival preservation. No prerequisites. Same as I50 InterD 329F. Credit 3 units.

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### F20 ART 333 Basic Illustration

An introduction to concepts, media techniques, and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented. Credit 3 units. Art: FADM EN: H

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**F20 ART 334 Basic Illustration**

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media, and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Ideal course for College of Art students whose work focuses on images, communication design minors, students outside the College of Art interested in the aesthetics of images, and business students. No prerequisites. This course is appropriate for any student in the university. This course counts in the communication design minor. Credit 3 units. Art: FADM EN: H

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**F20 ART 335A Interaction Design: Applications for Public Health**

Through a blend of presentations from practitioners, classroom lectures, readings, discussion and hands-on exercises, this class engages principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems and services with a focus on behavior and user experience. We take on an in-depth challenge in an area such as transportation or community health resources and work in cross-disciplinary design teams with an external partner organization. Students gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes and a final presentation, which may include visual design, animation and sound. Students work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, though experience with Adobe Photoshop, Illustrator and InDesign are helpful. No prerequisites. Open to sophomores through graduate-level students across the university. Credit 3 units. EN: H

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**F20 ART 335G The Licensed Image: Development and Distribution**

Same as F20 135G, F20 235G, F20 435G. Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students. Credit 3 units. Art: FADM EN: H

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**F20 ART 335I Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the communication design major. An excellent introduction to the subject as a tool for business and marketing. Credit 3 units. Art: FADM EN: H

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**F20 ART 335J Introduction to Animating in Three****Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 ART 101 Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

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**F20 ART 335O Drawing as Thinking**

Same as F20 235O, 435O. Juniors (only) register for F20 335O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former. Credit 3 units.

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**F20 ART 335P Structuring Data for Effective Visualization**

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility. Prerequisites: none. Sam Fox elective credit for BFA students; counts toward design minor. Credit 1 unit. Art: FADM

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**F20 ART 335X Urban Books**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly

readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement. Same as X10 XCORE 335X  
Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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#### **F20 ART 3361 Advertising 1**

Same as F20 ART 1361, F20 ART 2361, F20 ART 4361. Juniors (only) register for F20 ART 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 3362 Advertising I**

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. No prerequisites. This course counts in the Communication Design minor.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 3363 Advertising in the Digital Age**

Same as F20 ART 1363, ART 2363, ART 4363. Juniors (only) register for F20 ART 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally, we speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 3364 Advertising in the Digital Age**

Same as F20 1364, 2364, 4364. Juniors (only) register for F20 3364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era

of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

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#### **F20 ART 3365 History of Advertising**

Same as F20 1365, F20 2365, F20 4365. Juniors (only) register for F20 3365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.  
Credit 3 units. Art: FADM

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#### **F20 ART 3366 History of Advertising**

Same as F20 1366, 2366, 4366. Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them, and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 336A Interaction Design: Understanding Health and Well-Being**

Same as F20 236A, F20 436A. Juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussion and hands-on exercises, this class will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes and a final presentation, which may include visual design, animation and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary though experience with Adobe Photoshop, Illustrator and InDesign are helpful. No prerequisites. Open to sophomore through graduate-level students across the university.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 336G The Licensed Image: Development and Distribution**

Same as F20 136G, 236G, 436G. Juniors (only) register for F20 336G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market, and the development of image-driven products using images and design. Traditional drawing skills

not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 336I Communication Design I**

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. No prerequisites. This course is appropriate for any student in the university. Counts toward design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 336J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 Art 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 336K Communication Design II**

Same as F20 136K, 236K, 436K. Juniors (only) register for F20 336K. Building on the fundamentals of CDes I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisite: Communication Design I. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 3386 The Art of Advertising**

This course introduces students to the field by defining the role of advertising in American culture and economy. It will

begin by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class will explain the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course will consist of lectures and visiting instructors, brief essay quizzes and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis will be placed upon the creative disciplines.

Credit 3 units. EN: H

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**F20 ART 338J Advanced Animation**

Same as F20 138J, 238J, 438J. Juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project utilizing a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and animatic. Key moments will be identified to be animated first. Once agreed on, students will be able to choose to work in various parts of the pipeline including Character Design; Layout and Set Design; 3-D modeling; Rigging; Animation; Textures; Special Effects; Sound; Rendering and Editing. Finally, it is all put together as a short. This is an advanced course that assumes some experience in Maya or similar 3-D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission from the instructor. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 339A History of Communication Design**

Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work. This course is a component of the communication design major.

Credit 3 units. Art: FADM EN: H

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**F20 ART 339I Radical Design: Making Civic Experiences**

Same as F20 239I, 439I. Juniors (only) register for F20 339I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket or the layout of a courtroom), and experiments with how redesigning these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Counts toward design minor. CET (<https://gephardtstitute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Credit 3 units. Art: FADM

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**F20 ART 340A History of Communication Design**

Same as F20 440A. Juniors (only) register for F20 340A. Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work.

Credit 3 units. Art: FADM EN: H

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**F20 ART 343X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and create an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.

Same as X10 XCORE 343  
Credit 3 units.

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**F20 ART 344X Digital Filmmaking: City Stories**

Digital Filmmaking: City Stories is a cross-university video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course the city becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis, and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. City Stories merges several arts and humanities disciplines, including experimental cinema and documentary journalism, and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. College of Architecture and College of Art sophomores, juniors and seniors have priority.

Same as X10 XCORE 344X  
Credit 3 units.

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**F20 ART 347X Furniture Design**

This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate their intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design. College of Architecture and College of Art sophomores, juniors and seniors have priority. Fulfills Sam Fox Commons requirement.

Same as X10 XCORE 347X  
Credit 3 units. EN: H

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**F20 ART 3481 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.

Credit 3 units. EN: H

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**F20 ART 3482 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.

Credit 3 units. EN: H

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**F20 ART 354A Special Topics in Visual Culture: The Illustrated Periodical**

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Credit 3 units.

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**F20 ART 354B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel**

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Credit 3 units.

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**F20 ART 363 Architectural Photography**

This course offers a technical and theoretical understanding of architectural photography. Basic operation and orientation of digital and analog cameras are covered, as well as best practices for photographing interior and exterior spaces with both natural and artificial lighting. Students learn how to document artwork and architectural models/structures for portfolio presentation purposes, preparing them for working relationships

with professional photographers in the industry. This course emphasizes 4x5 view camera skill, use of DSLR and digital input, studio lighting, and development of individual projects. Digital camera required; 4x5 camera provided by photography department.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 371 Introduction to Letterpress Printing**

This class will serve as an introduction to printing with the Vandercook handpress. Through a series of assignments, students will learn a systematic approach to planning, arranging and printing type on a page. The students will receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image will also be explored. As an exploration of the publishing process, students will produce a chapbook of a short literary work. The class will primarily focus on typographic composition, but one assignment will employ a combination of word and image.

Credit 3 units. Art: FADM EN: H

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**F20 ART 3713 Introduction to Book Binding**

Same as F20 1713, 2713, 4713. Juniors (only) register for F20 3713. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

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**F20 ART 3714 Introduction to Book Binding**

Same as F20 1714, F20 2714, F20 4714. Juniors (only) register for F20 3714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

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**F20 ART 3783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis

of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms, such as caricature and posters, can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery. No prerequisites; 200 level open to students across the university. Counts toward design minor. Credit 3 units. Art: FADM

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**F20 ART 3823 The Italian Renaissance in the City of Florence**

The Early Renaissance - also known as the quattrocento - usually denotes the period from circa 1400 to circa 1500. In Italy those 100 years, particularly in Florence, witnessed an extraordinary coming together of artistic talent, a passionate interest in the art and culture of Greek and Roman antiquity, a fierce sense of civic pride and an optimistic belief in the classical concept of "Man as the measure of all things." This course examines the principal artists who contributed to this cultural revolution. In order to take full advantage of the special experience of studying the renaissance in the very city of its birth, the stress is mainly, although not exclusively, on Florentine artists who include: sculptors such as Donatello, Verrocchio, and Michelangelo, painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; architects such as Brunelleschi and Alberti up to Sangalo.

Credit 3 units. Arch: HT EN: H

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**F20 ART 3824 The Italian Renaissance in the City of Florence**

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice.

Credit 3 units. EN: H

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**F20 ART 3827 Performance Art (Florence)**

The course is open to all students, ready to get involved in shared creative experience, to discover new expression, which means — neither dance nor theatre talents nor athletic attitudes are required, but the availability to use body in warming up sessions will be necessary. This studio art course is dedicated to the aesthetics and the practice of performance. Although a studio course, there will be a strong theoretical aspect which aims to outline a historical and cultural framework that shows how performance art was born and traces how we comprehend the practice today. The aim of which is to better understand how this special, all-embracing art language will be understood in the future. Physical activities, along with actions involving individual exploration of public space, are fundamental to the creative process. Performance art needs bodies, it needs space, it needs action, it needs an audience. Students will come away from this course with a strong knowledge of these fundamental ideas.

Credit 3 units.

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**F20 ART 383 Special Topics: Eco-Art**

Same as F20 283 and 483. Juniors (only) register for F20 383. Eco-art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envisioning our relationship with the natural world by informing, challenging, inventing and reclaiming. The practice can include "green" methodologies, repurposed objects, land

art, ecoventions, social sculpture and community activism. This studio-based course explores various artistic practices and working methodologies related to environmental art. The course is organized around contemporary and art historical precedents, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 3843 Filming the Black Freedom Struggle in St. Louis**

This interdisciplinary course is designed to introduce students to the history of the black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of black St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of black communities by the federal urban renewal and public housing policies. This course will provide students with the opportunity to write history through visual sources, in order to construct a historical narrative on film. Students will be introduced to the technical skills involved in making a documentary film, and to the archival research and oral history skills required to document the past. This course brings together documentary filmmaking and history research to draw attention to the multiple narratives of African-American and urban history. CET (<https://gephardtinststitute.wustl.edu/cec/sam-fox-school-of-design-and-visual-arts>) course.

Same as L22 History 3843

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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### **F20 ART 386X Public Practice**

With architecture, art and design students in mind, Public Practice is a design-build course focused on the development, presentation and actualization of commissioned works within the public realm. Through an iterative process of concept development, material exploration and panel reviews, students will learn how to develop, propose and execute a viable public piece. Individual and/or group proposals will be presented before a selection committee in consideration toward a public art/design commission. Selected projects will be realized within specified sites in the community of University City, MO. Students will have hands-on experiences with construction processes, meeting structural requirements and codes, site development, and project installation which will prepare them for a creative life situated firmly within a discourse of Public Space. Open to MFA, graduate architecture students, BFA and undergraduate architecture students with junior-level standing. Minors and others eligible with consent of instructor.

Same as X10 XCORE 386X

Credit 3 units.

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### **F20 ART 4080 Art/Architecture and Social Practice**

This seminar brings together several different disciplines and methodologies to look at the practice of the arts in the context of community. The seminar combines hands-on work and observation, theoretical analysis and reflection, and specific proposals. For our case studies, we concentrate on several programs and places currently existing or developing in the St. Louis region. We discuss both ends and means, and systems of evaluation that draw on, among other things, art, architecture, social work, and community development.

Same as A46 ARCH 5080

Credit 3 units.

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### **F20 ART 411 Painting**

Same as F20 111, 211, 311. Seniors (only) register for F20 411. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 412 Painting**

Same as F20 112, 212, 312. Seniors (only) register for F20 412. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 413F Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 413G Sculpture: Wood**

Same as F20 ART 113G, F20 ART 213G, F20 ART 313G. Seniors (only) register for F20 ART 413G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. College of Art majors and non-art students pursuing an art minor have priority. Prerequisite: senior standing or departmental approval.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 413H Sculpture: Blacksmithing**

This course is an introduction to blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

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### **F20 ART 413I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.

Credit 3 units. EN: H

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**F20 ART 414F Sculpture: Foundry**

Same as F20 ART 114F, F20 ART 214F, F20 ART 314F. Seniors (only) register for F20 ART 414F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. Prerequisite: senior standing or departmental approval.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 414G Sculpture: Wood**

Same as F20 ART 114G, F20 ART 214G, F20 ART 314G. Seniors (only) register for F20 ART 414G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. Prerequisite: senior standing or departmental approval.  
Credit 3 units. EN: H

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**F20 ART 414I Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be deformed plastically to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding and finishing tools.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 415 Printmaking**

Same as F20 115, 215, 315. Seniors (only) register for F20 415. Survey of printmaking covering basic processes in intaglio, lithography, relief, and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 416 Printmaking**

Same as F20 116, 216, 316. Seniors (only) register for F20 416. Survey of printmaking covering basic processes in intaglio, lithography, relief and monotype. Emphasis on mixed media and experimentation with a foundation in traditional, historical and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 419 Ceramics**

Continuation of F10 ART 319-ART 320. Advanced ceramics/glass study focuses on the student acquiring working knowledge of a variety of available materials and technologies to develop a personal direction and pursue self-determined goals. Experimentation is encouraged in both glass and clay. This may involve working in traditional or contemporary, vessel or sculptural concepts. Available to students in a variety of

materials, equipment and technical information. Ceramics, porcelain, stoneware, terra-cotta and low-temperature clays are used in conjunction with extensive study of glazing and firing technology. Students explore and develop skills in Raku, low-temperature, oxidation, reduction, electric, high-temperature and pit firings.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 420 Ceramics**

Same as F20 120, 220, 320. Seniors (only) register for F20 420. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 423F Special Topics in Fashion Design: (Fashion Design: Collaboration Studio)**

University collaboration course with Fashion Design, Occupational Therapy, Mechanical Engineering and Business to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle, occupation, and environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client. Prerequisite: Introduction to Fashion Design.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 423L Special Topics in Fashion Design: Fashion and Race**

Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system. Prerequisites: none. Counts toward design minor.  
Credit 3 units. Art: FADM

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**F20 ART 427A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.  
Credit 3 units. Art: FAAM EN: H

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**F20 ART 428A History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social

and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

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**F20 ART 429F Tale of Two Cities: Documenting Our Divides**

The metropolitan St. Louis area has become the nation's symbol of modern segregation erupting into urban unrest and violence foiled against nonviolent direct-action interventions, youth-driven social protests and grassroots revitalization. With the assistance of a faculty seed grant from the Divided City Initiative, in partnership with the Center for the Humanities in Arts & Sciences and the Mellon Foundation, Tale of Two Cities: Documenting Our Divides will bring together students working in transdisciplinary teams to create documentary videos of street events, meetings and interviews that capture the immediacy of this historical moment. Students will partner and engage with a local nonprofit organization, grassroots movement or religious institution. Topics can include personal and/or institutional issues of a "divided city" that are exacerbated by race, gender, economic status, sexual orientation or geography. Successful completion of this course involves researching and creating a short video with a distinctive perspective and point of view that will draw upon the team's collaborative voices from history, performing arts, economics, law, social work, African-American studies, architecture and art. Skills will be developed in the fundamentals of story development, video and audio-capture in the field, editing with Adobe Premier and archival preservation. No prerequisites.

Same as I50 InterD 329F

Credit 3 units.

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**F20 ART 433 Basic Illustration**

Same as F20 133, 233, 333. Seniors (only) register for F20 433. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Ideal course for College of Art students whose work focuses on images, communication design minors, students outside the College of Art interested in the aesthetics of images, and business students. No prerequisites. This course is appropriate for any student in the university. Credit 3 units. Art: FADM EN: H

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**F20 ART 434 Basic Illustration**

Same as F20 134, 234, 334. Seniors (only) register for F20 434. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Ideal course for College of Art students whose work focuses on images, communication design minors, students outside the College of Art interested in the aesthetics of images, and business students. No prerequisites. This course is appropriate for any student in the university. This course counts in the communication design minor. Credit 3 units. Art: FADM EN: H

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**F20 ART 435A Interaction Design Workshop: Introduction to Research About People**

A deep understanding of people with an emphasis on behavior is central to contemporary design, as IDEO's Tim Brown explained

in the *Harvard Business Journal* in 2008. This workshop introduces students from all disciplines across the university to ethnography data communication and synthesis as a way to begin the process of designing effective and innovative interactive tools.

Credit 3 units. Art: FADM EN: H

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**F20 ART 435G The Licensed Image: Development and Distribution**

Same as F20 135G, 235G, 335G. Seniors (only) register for F20 435G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 435I Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the communication design major. An excellent introduction to the subject as a tool for business and marketing. Credit 3 units. EN: H

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**F20 ART 435J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 Art 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 435O Drawing as Thinking**

Same as F20 135O, F20 235O, F20 335O. Seniors (only) register for F20 435O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions.

Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.  
Credit 3 units.

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**F20 ART 435P Structuring Data for Effective Visualization**

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility. Prerequisites: none. Sam Fox elective credit for BFA students; counts toward design minor.  
Credit 1 unit. Art: FADM

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**F20 ART 4361 Advertising 1**

Same as F20 ART 1361, F20 ART 2361, F20 ART 3361. Seniors (only) register for F20 ART 4361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 4362 Advertising I**

Same as F20 1362, 2362, 3362. Seniors (only) register for F20 4362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. No prerequisites. This course counts in the communication design minor.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 4363 Advertising in the Digital Age**

Same as F20 ART 1363, ART 2363, ART 3363. Seniors (only) register for F20 ART 4363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally, we speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.  
Credit 3 units. Art: FADM EN: H

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**F20 ART 4364 Advertising in the Digital Age**

Same as F20 1364, 2364, 3364. Seniors (only) register for F20 4364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior — including the ability to "opt out"; the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

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**F20 ART 4365 History of Advertising**

Same as F20 1365, F20 2365, F20 3365. Seniors (only) register for F20 4365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.

Credit 3 units. Art: FADM

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**F20 ART 4366 History of Advertising**

Same as F20 1366, 2366, 3366. Seniors (only) register for F20 4366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them, and changes in our culture that advertising both influences and reflects. Grading is based on midterm and final exams as well as optional, extra-credit five page essays. No prerequisites. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 436A Interaction Design: Understanding Health and Well-Being**

Same as F20 236A, F20 336A. Seniors (only) register for F20 436A. Through a blend of presentations from practitioners, classroom lectures, readings, discussion and hands-on exercises, this class will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes and a final presentation, which may include visual design, animation and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary though experience with Adobe Photoshop, Illustrator and InDesign are helpful. No prerequisites. Open to sophomore through graduate-level students across the university. CET (<https://>

gephardt@wustl.edu/cec/sam-fox-school-of-design-and-visual-arts) course.

Credit 3 units. Art: FADM EN: H

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**F20 ART 436G The Licensed Image: Development and Distribution**

Same as F20 136G, 236G, 336G. Seniors (only) register for F20 436G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market, and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for College of Art students whose work focuses on images, communication design minors and students outside the College of Art interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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**F20 ART 436I Communication Design I**

Same as F20 136I, 236I, 336I. Seniors (only) register for F20 436I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. No prerequisites. This course is appropriate for any student in the university. Counts toward design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 436J Introduction to Animating in Three Dimensions**

This course explores 3-D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag and character-driven content. Cinematic shot design, timing, character design and sound design are studied for determining the most effective means of communicating desired content. Hand-drawn sketches are imported into a 3-D animation program as the basis to model and animate characters, create settings and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prerequisite: F10 Art 101 Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 436K Communication Design II**

Same as F20 136K, 236K, 336K. Seniors (only) register for F20 436K. Building on the fundamentals of CDes I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multipage sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will

introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in-class instruction. Prerequisite: Communication Design I. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 438J Advanced Animation**

Same as F20 138J, 238J, 338J. Seniors (only) register for F20 438J. This course focuses on completing a short animated film as a group project utilizing a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and animatic. Key moments will be identified to be animated first. Once agreed on, students will be able to choose to work in various parts of the pipeline including Character Design; Layout and Set Design; 3-D modeling; Rigging; Animation; Textures; Special Effects; Sound; Rendering and Editing. Finally, it is all put together as a short. This is an advanced course that assumes some experience in Maya or similar 3-D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission from the instructor. This course counts in the communication design minor.

Credit 3 units. Art: FADM EN: H

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**F20 ART 439A History of Communication Design**

Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work. This course is a component of the communication design major.

Credit 3 units. Art: FADM EN: H

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**F20 ART 439I Radical Design: Making Civic Experiences**

Same as F20 239I, 339I. Seniors (only) register for F20 439I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket or the layout of a courtroom), and experiments with how redesigning these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Counts toward design minor.

Credit 3 units. Art: FADM

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**F20 ART 440A History of Communication Design**

Same as F20 340A. Seniors (only) register for F20 440A. Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work.

Credit 3 units. Art: FADM EN: H

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**F20 ART 445 Topics in the History of Book Illustration: The Book as Subject**

Within the past half-century, the book has moved from periphery to center, becoming the subject of an expanding body of work by writers and artists. Its formal qualities and physical processes,

its habitual means of organizing, its strengths, its limitations, and the meanings we attach to them, have become the subject of seemingly self-conscious, inward-looking books. Postmodern as if by definition, playfulness and irony attend these works, and their complexities and subtleties often prove elusiveness a virtue. They command a reshaping of our sense of how books, texts and illustrations react to and interact with one another, and how a reader/viewer experiences and makes sense of them. We look at work by Vladimir Nabokov, Julio Cortazar, Italo Calvino, William H. Gass, Samuel Beckett, Jasper Johns, Tom Phillips, Anselm Kiefer, Susan Baron, Peter Greenaway and others. This seminar explores aspects of the history of image and text conjoined in the Western book, at once an object and a concept, a thing experienced and a conduit, a means of transmission. Utilizing a variety of analytical and critical approaches — psychoanalytical, deconstructive, New Historicist — we examine the ways in which texts and images make and unmake meanings. Students are asked to write two papers, one brief (six to eight pages), the other more extended (12 to 20 pages), and to give one in-class presentation. Special topics rotate from semester to semester.

Credit 3 units. EN: H

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**F20 ART 4472 Topics in the Illustrated Book: Advanced Topics in the Book**

This class is intended for students who have taken "Special Topics in the Illustrated Book: Design and Production" and desire to do advanced work. This course is a further examination of the book structure and relationship of content to form. Special attention is paid to integration of text and image and to a variety of compositional techniques with image as well as text. Students are expected to begin the semester with a concept for an advanced book project and spend the semester in consultation with the instructor and in intensive investigation of the book form. Demonstrations of advanced techniques accompany lectures. Primary modes of production include letterpress and computer applications, among others.

Credit 3 units. EN: H

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**F20 ART 4481 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.

Credit 3 units. EN: H

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**F20 ART 4482 The Illustrated Book: Design and Production**

An investigation of text, image, design and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure and sequencing, and material investigation. Production methods may include relief and letterpress; engraving and intaglio; offset lithography; and digital, "virtual" media. Certain projects may require a second semester of study to complete.

Credit 3 units. EN: H

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**F20 ART 454A Special Topics in Visual Culture: The Illustrated Periodical**

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Same as F20 ART 354A

Credit 3 units.

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**F20 ART 454B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel**

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across the university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Same as F20 ART 354B

Credit 3 units.

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**F20 ART 455A Urban Books: Imag(en)ing St. Louis**

Since the beginning of the 20th century, art, architecture and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: The first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production.

Same as X10 XCORE 336

Credit 3 units. Arch: GAUI, UI Art: FADM EN: H

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**F20 ART 471 Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging and printing type on a page. The students receive a basic introduction to typography, history of letterforms and history of the book. The mechanics of relief printing with the cylinder

proof press, ink composition and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.  
Credit 3 units. Art: FADM EN: H

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#### **F20 ART 4713 Introduction to Book Binding**

Same as F20 1713, F20 2713, F20 3713. Seniors (only) register for F20 4713. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

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#### **F20 ART 4714 Introduction to Book Binding**

Same as F20 1714, F20 2714, F20 3714. Seniors (only) register for F20 4714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

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#### **F20 ART 4783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery. No prerequisites; 200 level open to students across the university. Counts toward design minor.  
Credit 3 units. Art: FADM

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#### **F20 ART 483 Special Topics: Eco-Art**

Same as F20 283 and 383. Seniors (only) register for F20 483. Eco-art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-

art re-envisions our relationship with the natural world by informing, challenging, inventing and reclaiming. The practice can include "green" methodologies, repurposed objects, land art, ecoventions, social sculpture and community activism. This studio-based course explores various artistic practices and working methodologies related to environmental art. The course is organized around contemporary and art historical precedents, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Credit 3 units. Art: FAAM EN: H

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## **Sam Fox School of Design & Visual Arts**

### **Ralph J. Nagel Dean**

**Carmon Colangelo** (<http://www.samfoxschool.wustl.edu/directory/64>)

E. Desmond Lee Professor for Collaboration in the Arts  
MFA, Louisiana State University

### **Associate Dean of Students**

**Georgia Binnington** (<http://www.samfoxschool.wustl.edu/directory/143>)

BA, Washington University

### **Associate Dean for Finance**

**Bobbe Winters** (<http://www.samfoxschool.wustl.edu/node/470>)  
MBA, Washington University

### **Assistant Dean & Registrar**

**Cris Baldwin** (<http://www.samfoxschool.wustl.edu/directory/142>)  
BS, Winona State University

### **Assistant Dean**

**Nicole Allen** (<http://www.samfoxschool.wustl.edu/directory/2695>)

MA, University of Wisconsin

## **College of Architecture/Graduate School of Architecture & Urban Design**

**Heather Woofter** (<http://samfoxschool.wustl.edu/directory/494>)

Director, College of Architecture and Graduate School of Architecture & Urban Design

Professor

MArch, Harvard University

## College of Art/Graduate School of Art

**Heather Corcoran** ([http://samfoxschool.wustl.edu/portfolios/faculty/heather\\_corcoran](http://samfoxschool.wustl.edu/portfolios/faculty/heather_corcoran))  
Director, College and Graduate School of Art  
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art  
MFA, Yale University

**Patricia Olynyk** ([http://samfoxschool.wustl.edu/portfolios/faculty/patricia\\_olynyk](http://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk))  
Director, Graduate School of Art  
Florence and Frank Bush Professor of Art  
MFA, California College of the Arts

## Mildred Lane Kemper Art Museum

**Sabine Eckmann** (<http://www.samfoxschool.wustl.edu/directory/158>)  
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## About Us

The Sam Fox School of Design & Visual Arts (<http://www.samfoxschool.wustl.edu>) is a unique collaboration in architecture, art and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum (<http://www.kemperartmuseum.wustl.edu>).

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture (ACSA). In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along

with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology (<http://arthistory.artsci.wustl.edu>) in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library (<https://library.wustl.edu/units/artarch>), and the Douglas B. Dowd Modern Graphic History Library (<https://library.wustl.edu/spec/mghl>).

## Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 300 undergraduate and 50 graduate students in Art, as well as 200 undergraduate and 280 graduate students in Architecture. In all, they represent 17 countries, 47 states and the District of Columbia. Roughly 30 percent of undergraduates pursue combined studies within another university area.

Both core and advanced studios integrate contemporary theory and practice. Among the innovative programs are:

- Multidisciplinary courses co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies are being offered, and a new program of exhibition studies is under development.
- International studios in Barcelona, Buenos Aires, Florence and Helsinki are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Community projects include the University City Sculpture Series, which funds student-designed public artworks; WashUCity, a mentoring program for local high school artists; and Architecture's Building Community/Community Building, which explores relationships between St. Louis' inner city, nearby municipalities and outlying suburbs.

## Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. In the past decade, design faculty have won numerous professional honors while fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum maintains a vital program of exhibitions, publications and educational events. Major thematic shows are drawn from institutions and private collections around the world, while the Contemporary Projects Series highlights nationally and internationally emerging artists. The acclaimed permanent collection includes key works by modern and contemporary artists from Henri Matisse, Pablo Picasso and Jackson Pollock to Christian Boltanski, Candida Hofer and Olafur Eliasson.

Public events include concerts, film screenings, lectures and discussions with distinguished visitors, and museum tours led by student docents. The museum also provides workspace for faculty- and student-curated exhibitions (usually relating to Sam Fox School curriculum). Courses in Art History and Archaeology further complement the critical and practical study of exhibitions while facilitating student involvement in professional curatorial projects.

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, five-building campus for design and the visual arts. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, developed in 1895 by Frederick Law Olmsted, the founder of American landscape architecture.

The architectural centerpiece is prize-winning Japanese architect Fumihiko Maki's new Kemper Art Museum. This elegant, 65,000-square-foot limestone clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the new Kranzberg Art & Architecture Library, Art History and Archaeology, and the Newman Money Museum, a state-of-the-art numismatics center.

Adjacent to the Kemper Art Museum is Maki's Earl E. and Myrtle E. Walker Hall. The three-story, 38,000-square-foot building contains painting and sculpture studios and the Nancy Spirtas Kranzberg Studio for the Illustrated Book.

Flanking the new buildings are Bixby and Givens Halls — historic homes to Art and Architecture, respectively — as well as Steinberg Hall, Maki's iconic modernist pavilion. Recent renovations include state-of-the-art computing environments; accessible, light-filled studios; additional workspaces; an auditorium; and a café.

## Visiting Artists and Architects

The Sam Fox School invites distinguished academics and professionals to lecture (<http://www.samfoxschool.wustl.edu/calendar/events/lectures>), attend critiques and visit major studios. Recent visitors include:

### 2016–17

Laylah Ali  
Amale Andraos  
Shimon Attie  
Seymour Chwast  
Thorsten Deckler  
Odile Decq  
Tom Friedman  
Silvia Kolbowski  
Howard Lay  
Dan Michaelson  
Wangechi Mutu  
Nancy Owens  
John Douglas Powers  
Philippe Rahm  
Shelley Rice  
Dario Robleto  
Martino Stierli  
Amanda Williams & Andres L. Hernandez  
Michael Williams  
Thomas Woltz  
Liu Xiaodu

**Email:** [artinfo@samfox.wustl.edu](mailto:artinfo@samfox.wustl.edu)

**Website:** <http://samfoxschool.wustl.edu>

## Degree Requirements

To receive the Bachelor of Fine Arts degree, a student must meet the requirements of the College of Art and take academic courses with other undergraduates. Work in art can be combined with studies in architecture, business, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

The specified number of credit units in courses (<https://courses.wustl.edu/Semester/Listing.aspx>) in the areas listed below are required for the BFA, in addition to the Studio Art and additional art elective requirements. (Specific courses that meet

these requirements are listed in the College of Arts & Sciences section.)

**Writing:** (C- or better) is required in the first year. Transfer students must fulfill the Writing 1 requirement by taking CWP 100 College Writing 1 or by review of a writing portfolio. For more information, visit the College Writing Program website (<http://collegewriting.wustl.edu/transfer-student-portfolio>).

**Humanities:** Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. This area includes courses from literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, as well as some courses in the creative arts such as Dance, Drama, Music and Writing. Courses designated "Art HUM" fulfill a humanities requirement.

**Natural Sciences or Mathematics:** These courses seek to understand the natural and physical world, using objective and empirical observation and controlled experimentation. This area includes courses from Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics as well as some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses designated "Art NSM" fulfill a natural sciences or mathematics requirement.

**Social and Behavioral Sciences:** These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International and Area Studies, Political Science, Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses designated "Art SSC" fulfill the social and behavioral sciences requirement.

**Art History and Visual Culture:** Two one-semester introductory courses (Art-Arch 113 and Art-Arch 215) and three additional courses (or related courses with permission of the associate dean of students). Courses designated "Art AH" fulfill an art history requirement.

Students must fulfill the following degree requirements:

| Required  | Units |
|---|-------|
| Writing I   | 3     |
| Humanities  | 3     |
| Natural sciences or mathematics   | 3     |
| Social and behavioral sciences  | 3     |
| History of Western Art, Architecture & Design                                   | 3     |
| Introduction to Modern Art, Architecture & Design                               | 3     |
| Additional art history or visual culture  | 9     |
| Courses in Arts & Sciences*   | 12    |
| Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering | 9     |

|              |           |
|--------------|-----------|
| <b>Total</b> | <b>48</b> |
|--------------|-----------|

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**Sam Fox Foundation Sequence**

|   |           |
|---|-----------|
| Drawing I                                 | 3         |
| Drawing II                                | 3         |
| 2-D Design                                | 3         |
| 3-D Design                                | 3         |
| Practices: Art + Architecture + Design I  | 1         |
| Practices: Art + Architecture + Design II | 1         |
| <b>Total</b>                              | <b>14</b> |

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**Major Area Requirements**

|                    |           |
|--------------------|-----------|
| Sophomore Studios  |           |
| Major Area Studios |           |
| Capstone           |           |
| <b>Total</b>       | <b>42</b> |

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|   |          |
|---|----------|
| <b>Sam Fox Commons OR Architecture, Art or Design electives</b> | <b>9</b> |
|---|----------|

|  |           |
|--|-----------|
| <b>Courses in Architecture, Art, Design; Arts &amp; Sciences; Business; or Engineering**</b> | <b>15</b> |
|--|-----------|

|                             |     |
|-----------------------------|-----|
| Total Credit Units Required | 128 |
|-----------------------------|-----|

\*Courses in Architecture, Art, Design; Arts & Sciences; Business; and Engineering except physical education, lessons, independent study, internships, Advanced Placement, International Baccalaureate or transfer credit.

\*\*Courses in Architecture, Art, Design; Arts & Sciences; Business; and Engineering including physical education, lessons, independent study, internships, Advanced Placement, International Baccalaureate or transfer credit.

This curriculum includes the Sam Fox Foundation Sequence and the Capstone studio for all seniors in the College of Art. The Capstone studio brings together all seniors in the studio areas and separately in the Communication Design and Fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

## Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship, first-year, sophomore, junior and senior art students who have completed at least 14 credit hours (excludes courses taken P/F or Audit) with a semester grade point average of 3.5 or higher during a semester will be cited on the Dean's List.

**Latin Honors:** A student may be considered for the Bachelor of Fine Arts degree cum laude, magna cum laude or summa cum laude as determined by the dean.

## Prizes and Awards

The Scholars in Art Program provides named scholarship funds that have been donated to the university by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process.

## Academic Scholarships

The College of Art offers one full-tuition and up to five partial-tuition scholarships each year solely on the basis of merit. Applicants for this award may also qualify for scholarship aid based on need and will be considered for this as well. The full-tuition Conway or Proetz Scholarship is awarded to an entering first-year student whose artistic and academic potential is judged outstanding by a faculty selection committee. The scholarship is supported by two endowed funds. The Fred Conway Scholarship was established in memory of a distinguished professor of painting in the College of Art. The Arthur and Esther Proetz Scholarship was established to honor the commitment and dedication to the arts of these two individuals.

Competition is national in scope, with finalists invited each year to visit the College of Art at the college's expense. At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, assuming continued academic and artistic excellence.

To be eligible, an applicant must be a high school senior who meets the following criteria:

1. Ranks high in the senior class.
2. Has SAT or ACT scores in the upper range.

To enter the competition, the applicant must follow the usual admission application procedures by completing a Washington University first-year application and sending a digital portfolio of art work. Portfolios should be submitted through the Slideroom function of the Common Application.

## Awards and Prizes

Several awards are made each year to art students who are selected by the faculty. These awards and prizes include the following:

*The Paul Edward Birdsall Award in Visual Communications*

*The Susan Sanders Block Silver Ripper Award in Fashion Design*

*The Belle Cramer Award in Printmaking*

*The Eda L. and Clarence C. Cushing Memorial Prize in Painting*

*The Anne Fuller Dillon Prize in Graphic Communications*

*The Mary Cowan Harford Award in Watercolor*

*The Marsha Hertzman Blasingame Award in Printmaking*

*The Morris M. Horwitz Award in Photography*

*The Hazel H. Huntsinger Memorial Prize in Painting*

*The Caroline Risque Janis Prize in Sculpture*

*The Nancy Spirtas Kranzberg Illustrated Book Award*

*The John J. and Marjory B. Lewin Photography Prize*

*The Peter Marcus Prize in Printmaking*

*The Dominic Michael Silver Scissors Designer of the Year Award*

*The John T. Milliken Foreign Travel Award*

*The Al Parker Award for Excellence in Illustration*

*The Jayne Ball Rousseau Memorial Prize in Graphic Communications*

*The Margo Trump Memorial Award*

*The Jack Unruh Award in Illustration*

*The Jeffrey Frank Wacks Scholarship Award*

*The Lillie Willemsen Prize*

## Academic Regulations

To receive the Bachelor of Fine Arts degree, students must meet the requirements of the College of Art and take academic courses with other undergraduates. Work in art can be combined with studies in architecture, business, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in University College do not count toward degree requirements.

No more than 15 units of pre-matriculation or transfer credit from all sources — Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels — will be awarded.

Students wishing to transfer credit for course work completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for pre-approval. Only with pre-approval, and upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA. College courses taken to earn credit for high school graduation will not be considered for transfer. Washington University does not transfer credits for courses taken online. Non-Washington University courses do not count toward the 48 units of academic credit required for the degree. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for

violations of the University Student Judicial Code or Academic Integrity policy.

## Attendance

The College of Art allows the professor of each course to decide how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

## Units and Grades

In the College of Art, one semester unit of credit is assigned for every two hours of work completed in class and one hour of work completed outside of class per week for one semester. A student's undergraduate grade point average is determined by dividing the number of grade points earned by the number of semester units for which grades of A, B, C, D or F have been recorded. Grades of P# and F# received for courses taken on the pass/fail option are not figured into the grade point average. A grade of C- or better must be received in major classes during the second, third and fourth year to count toward degree requirements. Students must maintain a minimum 2.0 cumulative grade point average to graduate.

A grade point is a measure of quality assigned to units according to the following system:

| Grade | Meaning                | Points per Unit |
|-------|------------------------|-----------------|
| A+    |                        | 4.0             |
| A     |                        | 4.0             |
| A-    |                        | 3.7             |
| B+    |                        | 3.3             |
| B     |                        | 3.0             |
| B-    |                        | 2.7             |
| C+    |                        | 2.3             |
| C     |                        | 2.0             |
| C-    |                        | 1.7             |
| D+    |                        | 1.3             |
| D     |                        | 1.0             |
| D-    |                        | 0.7             |
| F     |                        | 0.0             |
| P#    | Pass (P/F option)      |                 |
| F#    | Failing (P/F option)   |                 |
| I     | Course work incomplete |                 |
| W     | Withdrawal             |                 |
| R     | Repeat                 |                 |
| L     | Successful audit       |                 |

|   |                       |
|---|-----------------------|
| Z | Unsuccessful audit    |
| N | No grade submitted    |
| X | Examination not taken |

Grades of I, X and N will become grades of F if the deficiency is not made up within the next two semesters of residence. For a course repeated, students earn credit and grade points based on the second grade received.

## Incomplete Grades

If, following the last day for withdrawal from courses, a student experiences medical or personal problems that make satisfactory completion of course work unlikely, they may request a grade of I (incomplete) from one or more instructors and should take the following steps:

1. Discuss the request with the instructor before the final critique or portfolio review.
2. With the instructor's consent, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the associate dean of students for final approval.

## Pass/Fail Option

A student may take one non-art course per semester on a pass/fail basis (exclusive of courses that must be taken pass/fail). Any additional courses taken pass/fail in a given semester will not be counted toward the degree. All courses with an F10, F20 and X10 department number must be taken for credit, unless otherwise noted. CWP 100 College Writing 1 also must be taken for credit.

## Repeating a Course

If a student retakes a course, both registrations will show on the transcript. The symbol R will appear next to the grade for the first enrollment; the grade and units in the second enrollment will be used to calculate the GPA. No student may use the retake option to replace a grade received as a sanction for the violation of the Academic Integrity Policy. A retaken course must be taken for the same grade option as the original course. Courses completed at institutions other than Washington University are not applicable under this policy.

## Academic Probation and Suspension

Students are expected to proceed at a pace which enables them to finish their degree within the appropriate time limit. For the Bachelor of Fine Arts, this is usually eight semesters.

A student whose semester grade point average is below 2.0 (grade of C) or who falls below a "pace" of 66 2/3 percent (number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester grade point average

is still below 2.0, or if the pace is below 66 2/3 percent, the student may be ineligible for normal advancement or may be suspended. While the College of Art desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

## Major Declaration and Transfer

A student declares a major simply by registering for one using the university's online registration system (WebSTAC). A student must declare a major no later than the beginning of the spring semester of the sophomore year. Once the student has selected and registered for a major in the College of Art, they must obtain written permission to change to another major within the College. Students requesting to change their major must be in good academic standing. Credit transfers between majors are at the discretion of the accepting major faculty.

## Study Abroad

The Sam Fox School and Washington University offer many undergraduate study abroad programs. For more information, visit our website (<http://samfoxschool.wustl.edu/node/4133>).

## Leave of Absence

A student may request a leave of absence from the college for one semester at a time, up to one year. If this is granted, the student may re-enroll at the end of that time without going through further admission or readmission procedures. A Request for Leave of Absence form, available in Bixby Hall, Room 1, must be completed before a leave of absence will be granted. In the case of a medical leave of absence, a letter of clearance is required from Student Health Services before the student will be permitted to re-enroll.

## Digital Technologies

Technology plays a critical role in the educational experience. The College of Art is committed to the integration of relevant technology into the curriculum. Students entering the sophomore year are required to have a specified computer and software. Supplemental purchases (monitors, scanners, tablets, etc.) may be necessary as students advance and declare a major. Information is available on our website (<http://samfoxschool.wustl.edu/node/6747>).

## Retention of Student Work

The College of Art reserves the right to hold a student's work(s) for exhibition purposes and holds reproduction rights of any work(s) executed in fulfillment of course requirements.

## Administration

### College of Art

**Heather Corcoran** (<http://samfoxschool.wustl.edu/directory/222>)  
Director, College and Graduate School of Art  
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art  
MFA, Yale University

**Arny Nadler** ([http://samfoxschool.wustl.edu/portfolios/faculty/arny\\_nadler](http://samfoxschool.wustl.edu/portfolios/faculty/arny_nadler))  
Chair, Undergraduate Art  
Associate Professor  
MFA, Cranbrook Academy of Art

**John Hendrix** (<http://samfoxschool.wustl.edu/directory/511>)  
Chair, Undergraduate Design  
Associate Professor  
MFA, School of Visual Arts

### Majors (directory)

Below is a list of majors offered by the College of Art. Visit the Majors section of the College of Art (p. 79) in this *Bulletin* to view more information about a specific major.

- Art — with optional concentrations in:
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Communication Design
- Fashion Design

### Minors (directory)

Below is a list of minors offered by the College of Art. Visit the Minors section of the College of Art (p. 79) in this *Bulletin* to view more information about a specific minor.

- Art
- Design

Visit the Sam Fox School (<http://samfoxschool.wustl.edu/node/10123>) website for specific requirements.

## Arts & Sciences

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering students the most diverse range of courses in more than 50 different fields, ranging from anthropology and biochemistry to mathematics and performing arts.

The college draws on the rich and varied resources that this distinguished university has to offer — a creative and internationally recognized faculty, a diverse and able student body, a superior library, and excellent opportunities for advanced study. As the center of intellectual life on the campus, the College of Arts & Sciences benefits from and contributes to the studies of architecture, art, business, engineering, law, medicine and social work.

Of central importance to the life of the college is the quality of teaching. Undergraduate students have the opportunity to learn from and work beside stimulating teacher-scholars who are leaders in their fields. Our nationally recognized faculty, which numbers more than 600, is made up of artists, biologists, chemists, economists, historians, philosophers and poets, all of whom bring the excitement and diversity of new ideas into the classroom.

### Governance

The College of Arts & Sciences is bound by the charter of the university and is ultimately responsible to the University Board of Trustees, which delegates to the chancellor the administration of the university. In turn, the chancellor delegates to the deans and faculty of the College of Arts & Sciences responsibility for its internal governance.

Because the college is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees whose members represent the diverse points of view of the academic community.

By action of the Faculty of Arts & Sciences in January 1969, revised in May 1971, the ArtSci Council shares joint responsibility with the faculty for collegewide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints representatives to various standing and ad hoc college committees.

### The Curriculum

The College of Arts & Sciences fosters in its students the quintessential qualities of a liberal arts education: a heightened spirit of inquiry, an ability to organize and synthesize information, skills in written and oral expression, and a familiarity with the ways in which thoughtful men and women discover

those commitments and values that make life worthwhile. By incorporating the college's manifold intellectual resources — people, libraries, laboratories, studios — Arts & Sciences students "learn how to learn," developing both the flexibility and the habits of thought necessary to the ever-evolving worlds of work and global citizenship.

The college's academic program has two principal objectives. First, it provides students with an understanding of the range of human knowledge and attainment by developing an appreciation of the characteristic problems, achievements and limitations of the various fields of human endeavor. The curriculum works to ensure this understanding by requiring a minimum amount of study (9 units/three courses) in each of three broad areas of study — the Humanities; Natural Sciences & Mathematics; and Social & Behavioral Sciences — and three to four courses (9-12 units) in a fourth area, Language & Cultural Diversity. Collectively, these area requirements make up approximately one-third of the units needed to graduate.

Second, the college's academic program gives students the opportunity to study a subject or area in a sustained, intensive way. After a period of initial investigation (typically two to three semesters) during which students explore the richness inherent in the various fields of study, a student declares an area of concentration, the major. The college offers more than 30 traditional subject majors, such as chemistry, English and music, and more than 20 interdisciplinary majors, such as American culture studies; international and area studies; and women, gender, and sexuality studies. Students also may develop an individualized special major.

In all departments, students are encouraged to proceed as their strengths and interests lead them. Placement examinations are used in many departments to enroll undergraduates in courses at the levels their previous training warrants; in other departments, proficiency examinations are available (visit the Proficiency and Placement Examinations (p. 18) section of this *Bulletin*, or the college's placement webpages ([http://college.artsci.wustl.edu/policies/placement\\_credit](http://college.artsci.wustl.edu/policies/placement_credit))).

The degree requirements and policies in the *2017-18 Bulletin* apply to students entering Washington University during the 2017-18 academic year. To consult catalogs from prior years, refer to our Prior Bulletins (<http://bulletin.wustl.edu/prior>).

### Academic Advising

To assist students with their undergraduate planning, the college provides a closely coordinated academic advising program. Matriculating students have a specially selected four-year academic adviser with whom they will meet regularly during the first year to help with the transition into the university and to help select courses for the fall and spring semesters. After the first year, students meet each semester with their four-year academic advisers prior to registration to discuss interests, goals and academic course work. Students are encouraged to consult with

their four-year academic advisers any time they need assistance throughout the school year.

Upon declaring a major, students are also assigned a major adviser in the department of their principal area of study. The extent of the adviser's assistance depends on a student's individual needs and wishes. Consultation with a major adviser, in addition to the four-year academic adviser, is required each time a student prepares to register for courses.

Students with problems or questions related to academic issues are invited to visit the College Office at any time. One of the deans is available every day on a walk-in basis to answer questions or to provide references to an appropriate source of help. Important among these sources are individual faculty members with particular specialties who may be able to answer the student's questions. In addition, the Writing Center, Career Center, Student Health Services, and Cornerstone: The Learning Center provide a wide range of services, including individual and group instruction, interest tests and advice, individual sessions with trained counselors about educational and personal problems, and the improvement of learning skills.

## Pre-Matriculation Credit

Students may earn pre-matriculation credit for college-level courses completed before enrollment at Washington University as a first-year student. Sources for pre-matriculation credit include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, course credit earned by proficiency (e.g., back credit), and college credit earned after the junior year of high school that was not applied to high school graduation. (Credits earned via the High School Summer Scholars or High School College Access programs through University College are considered to be pre-matriculation units and are subject to the same regulations.) Although all accepted pre-matriculation work is noted on the transcript so that the student may go directly into advanced courses, the maximum number of pre-matriculation units of credit awarded is 15. Pre-matriculation course work does not fulfill distribution requirements, but it may fulfill requirements for majors and minors. If a student enrolls in and completes a course equivalent to that for which pre-matriculation credit has been granted, the pre-matriculation units for the course in question will be removed from the student's record. For more information, please refer to the section titled "Pre-Matriculation Units" on the Admissions Procedures (p. 18) page of this *Bulletin*.

## Academic Programs for Entering Students

First-year students may choose one of the following programs that provides a basic structure for their course selection. Each option provides an effective means of discovering personal and intellectual interests.

## Focus Program

Focus (p. 457) is a one-year program of linked seminars designed to bring students with similar intellectual interests into a close mentoring relationship with members of the faculty. A number of Focus programs are offered every year, each built around a seminar topic reflecting the professor's particular area of expertise. Students in each Focus program also may attend a "companion" course chosen to encourage exploration of the seminar topic from varying perspectives. The Focus program provides a coherent, group-oriented learning experience, while still allowing time for electives.

## Biotech Explorers Pathway

A two-year program exploring the science of technology and the realization of discovery, Biotech Explorers is an interdisciplinary program drawing on biology, chemistry, engineering, physics, computer science, management, public policy and law. The Biotech Explorers Pathway (BEP) introduces students to the fundamental science behind biotechnology and what it takes to move discoveries from the laboratory into the real world. The BEP aims to build connections between sciences, business, technology and engineering at the start of undergraduate studies; to highlight how scientific discoveries lead to useful applications; and to engage curiosity through team-based inquiry that guides students from examples toward idea generation and project development. The first-year courses are a portal to the second-year project development and transition to capstone fellowships for the summer between the sophomore and junior years.

## Global Citizenship Program

Through this year-long program, selected first-year students acquire fundamental skills relevant to International and Area Studies (IAS). The program consists of two courses, one taught each semester, and a weekly, one-credit workshop that runs the entire academic year. The Global Citizenship program examines what it means to be a citizen of the world while challenging its participants to engage both demanding texts and real-life scenarios. The fall semester seminar provides students with a useful theoretical framework for their second semester practicum. The practicum may consist of case studies, proposals and field research. Students work together and with recognized experts in a variety of professions to produce substantive case proposals and action-based documents. As part of the weekly workshop, students collaborate with their peers to produce well-researched and nuanced events geared toward the Washington University community, greater St. Louis, and internet publication.

## The Mind, Brain and Behavior Program

The Mind, Brain and Behavior (p. 686) program is a two-year program that introduces students to the key ideas about the mind-brain interaction by examining attention, memory and language — three central mental abilities that are primary areas of research in cognitive science. Professor-led discussion groups

explore questions such as: What is the relationship between attention and consciousness? Why do we misremember past experience? When the brain is damaged, why are only certain functions lost? In the second year, students engage in hands-on research under the guidance of a faculty mentor.

## Medicine and Society

The Medicine and Society (p. 683) program is an exciting opportunity for undergraduate students in Arts & Sciences to address the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service and research opportunities in health-related sites in St. Louis. Students who are accepted into the Medicine and Society program are enrolled in a year-long freshman seminar on culture, health and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis.

Beginning in the sophomore year, students identify and select a local community health site for their internship. Internship sites may include the St. Louis city and county health departments, various nongovernmental health aid agencies, sites for delivery of clinical care and research, and health-related philanthropic foundations.

The final requirement for the Medicine and Society program is the Rivers Project, a fourth-year paper, thesis or other project designed to demonstrate the student's mastery of essential concepts and ideas in health and wellness. This experience provides an excellent foundation for future study in medicine and public health, as well as any of the allied health professions.

## Text and Tradition Program

This two-year program explores many of the fundamental texts and concepts of Western history, which have served as both foundations and obstacles for the development of some of the most significant cultural, moral and political institutions of modern society. Through close reading, critical analysis and frequent writing, two seminars each term explore texts by such writers as Homer, Plato, Machiavelli, Cervantes, Locke and Marx. The discovery of the self, the origin of ideas such as liberty and property, and the impact of the scientific revolution are some of the themes examined. The program's professors serve as participating students' academic advisers. Text and Tradition courses serve as introductory courses for many of the humanities departments and programs in Arts & Sciences; they also provide a foundation for students interested in pursuing an interdisciplinary major in the humanities under the auspices of the Interdisciplinary Project in the Humanities (p. 528).

## Standard Program

Although encouraged, Focus and multiyear programs are not required. Students who have already made a firm commitment to a particular discipline in the humanities, natural sciences and social sciences, or who are uncertain about what they would like

to pursue, also have a rich array of academic choices throughout their college careers. The course schedule can be either widely exploratory or oriented toward a particular objective such as pre-health studies. Such students are strongly encouraged to consider enrolling in a freshman seminar when selecting courses in consultation with their four-year academic advisers.

## Major Fields of Study

At a minimum, a major consists of 18 advanced (300-level and above) units, all letter-graded and completed with at least a C-. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

A student graduating with a Bachelor of Arts may receive no more than a total of two majors and a minor or one major and two minors.

Major declaration is initiated online through WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>). The relevant department or interdisciplinary committee will receive notification of the student's request to declare the major. The declaration of major will not be processed until the student completes any action required by the department as indicated in the WebSTAC application. When the declaration of major is complete, the new major will appear in the Current Programs section of the student's Major Programs page in WebSTAC, and an adviser for the new major will be assigned by the department.

## Second Majors

Students may complete more than one major, including a second major in the Olin Business School or in the School of Engineering & Applied Science. A second major is not required to earn the degree.

*For students matriculating pre-2015:* If a student has two majors, each major must have 18 upper-level units of credit independent of the other. Individual academic departments may enforce a stricter rule regarding double-counting of courses between majors, second majors and minors.

*For students matriculating 2015 and beyond:* If a student has two majors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (300- and 400-level) courses must be unique to each major; i.e., no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Students in business, engineering, architecture or art may choose to pursue a second major in the College of Arts & Sciences. These students will receive one degree, a BS or BFA,

with two majors — one in the professional school and one in the College of Arts & Sciences.

## Minor Fields of Study

Students developing a significant interest in one or more fields of study beyond the major may choose to pursue a minor in those fields. A minor is not required to earn the degree. Minors may be fulfilled in an area closely related to the major or, to add more breadth to the student's educational program, in a very different area of study. A minor typically comprises 15 to 21 units of credit, all letter-graded and completed with a grade of C- or better. At least 9 of these units of credit must be at the 300 level or above and at least half of the courses must be completed in residence at Washington University. Specific course requirements for a minor are determined by each department or program and are detailed in the department program pages in this *Bulletin*.

*For students matriculating pre-2015:* If a student has a major and a minor, the major must have 18 upper-level units independent of the minor. The minor must have 12 units independent of the major. If a student has two minors, each minor must have 12 units independent of the other.

*For students matriculating 2015 and beyond:* If a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program; i.e., no advanced course may "double-count" for the course work needed to fulfill either program's minimal requirements. Should a student's major/minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

In addition to pursuing the broad array of minor programs offered through the college, students may undertake minors in architectural studies, art and business as well as computer science, electrical engineering and systems engineering in the School of Engineering & Applied Science.

Minor declaration is initiated online through WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>). The relevant department or interdisciplinary committee will receive notification of the student's request to declare the minor. The declaration of minor will not be processed until the student completes any action required by the department as indicated in the WebSTAC application. When the declaration of minor is complete, the new minor will appear in the Current Programs section of the student's Major Programs page in WebSTAC.

## The Special Major and Special Minor

On some occasions, a student's interests may fall in the intersection of two or more formally organized major programs, in which case a student may propose a special major that brings

the related course work together. Students who propose a special major should be prepared to undertake honors-level work, as all special majors must complete a capstone project of 3 to 6 units the senior year.

Students interested in creating a special major or minor must confer with the dean charged with coordinating this program. After consultation, students must submit to the coordinator a formal proposal consisting of: (1) a description of the program of study, including an explanation of the program's integrating idea; (2) a list of courses to be taken; (3) a letter of support from the proposed academic adviser; and (4) a letter of support from a faculty member in a second, related department who has approved the proposal.

A proposal for a special major or minor must be submitted no later than the fifth semester of undergraduate enrollment. The Committee on the Special Major and Minor is responsible for final action on proposals.

## Special Academic Options

### Overseas Study Programs

The guiding principle of international study through the College of Arts & Sciences is to encourage students to acquire the broad cultural knowledge, the languages and the practical skills to enable them to participate fully in a global society.

For information about the 100-plus study abroad programs offered in more than 50 countries, visit the Overseas Programs website (<http://overseas.wustl.edu>) or the webpages of specific departments and programs.

### Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (such as symphony orchestra, wind ensemble and mixed choir) and in courses offered in physical education. To encourage students to pursue such physical, social and creative activities, the college allows up to 12 units of credit toward the bachelor's degree for successful completion of enrollment in individual and group performance. Exceptions to the minimums can be made for students majoring in departments requiring a large number of performance courses, such as dance, drama and music.

### Internships

Students participating in internships that contribute to their academic or professional development may earn credit for unpaid internships. Registration in an internship for credit shall be conditional on satisfactory completion of the Internship Learning Agreement form provided by the College Office and the approval of this completed form by the College Office, faculty sponsor and internship sponsor.

Credit awarded for an internship shall correspond to the time spent in work activities. The student is expected to work 45

hours of internship experience over a period of six to eight weeks for each unit of credit. Registration for 1 to 3 units of credit is possible.

Students may complete the work for an internship over the summer and receive credit during the subsequent semester. Any internship completed this way, however, must satisfy all requirements stated here. The learning agreement must be submitted and approved prior to beginning work at the internship site; therefore, credit cannot be awarded retroactively.

Internship courses shall be offered for credit/no credit grades only and therefore count toward the maximum of 24 credit/no credit units that may be applied toward graduation requirements. Internships do not count toward the advanced units requirement and may count toward the major only with departmental approval. Students may not receive more than 3 units of internship credit in any semester and may count no more than 6 units of internship credit toward the 120 units required for graduation. (These regulations, along with all others governing the AB degree, are detailed on the Arts & Sciences Academic Regulations page (p. 890).)

### Part-Time Study: Nontraditional Students

The university recognizes that for certain students with high educational goals, full-time study may not be feasible or appropriate. Employment in demanding positions, extensive family responsibilities or other obligations may prevent an otherwise serious and competent student from completing the bachelor's degree at a rate of 15 units a semester. With their varied experiences outside the university, such students make valuable contributions to the classroom environment as they pursue programs of study suitable to their special circumstances. Please contact University College (<http://bulletin.wustl.edu/undergrad/ucollege>) at 314-935-6700 for more information about part-time study.

### Tuition Reduction

Students who have completed eight full-time semesters in the College of Arts & Sciences and paid full tuition for eight semesters may seek reduced tuition for a ninth or subsequent semester, provided that they have fewer than 12 units to complete. Students must petition the Dean's Office (<http://college.artsci.wustl.edu/contact>), College of Arts & Sciences, Cupples II Hall, Room 104. Students who successfully petition for tuition adjustment for the ninth or subsequent semester will pay only for the units of credit that they attempt (proportionate to the full-time standard for tuition).

### Army ROTC and Air Force ROTC

Students have the opportunity to participate in either the Air Force ROTC Military Aerospace Science Studies (p. 1043) program or the Army ROTC Military Science (p. 1044) program. Scholarship information for both programs can be found in the

Scholarship Funds section (p. 30) of this *Bulletin*. For information on counting ROTC course work toward the degree, refer to the Academic Regulations section (p. 890) of this *Bulletin*.

### Combined Undergraduate Degree Opportunities

Students may work toward the Bachelor of Arts degree in the College of Arts & Sciences while simultaneously earning another undergraduate degree in business, engineering, architecture or art. Students undertaking this "dual degree" program must earn 150 units, 90 of which must be in the College of Arts & Sciences; fulfill the requirements for a major in each of the two schools; and complete the distribution requirements for both schools. Interested students should contact both a dean in the college and the designated dean in the appropriate professional school as early as possible in the undergraduate career.

### Majors Across Schools

Students may earn an AB degree with a first major in the College of Arts & Sciences and a second major in business or engineering by fulfilling all the distribution requirements for the AB degree and completing the requirements both for the first major in Arts & Sciences and for the second major in business or engineering. With careful planning, this can be accomplished within the 120 units required for the AB degree although students should keep careful count to ensure that they complete at least 90 units of credit in the College of Arts & Sciences. For further information on second majors in business, visit the Olin Business School website (<http://olin.wustl.edu>), and for further information on the second major in engineering, visit the School of Engineering & Applied Science website (<http://engineering.wustl.edu>).

### The Accelerated AB/AM Program

Exceptional students who bring to the university a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work may be able to complete a Master of Arts (AM) degree in a one-year accelerated program after completing the AB degree. This accelerated program, which begins each year in the fall semester, is open exclusively to students graduating in the immediately preceding December, May or August. Applications may be submitted anytime during the senior year through August 1, and Graduate Record Examination (GRE) scores are not required. The application for admission must be made to the department, which forwards the application and recommendation for admission to the Graduate School. Application forms are available on the Graduate School's website (<http://graduateschool.wustl.edu/accelerated-AB-AM-program>).

Some departments may not participate in this program, and some departments that do not otherwise offer a master's degree may provide this opportunity to Washington University

undergraduates. Contact the relevant department for more specific information about its admission policies and requirements. Students admitted to the program will be regular, full-time graduate students enrolled in the Graduate School at Washington University.

Most AM degrees in Arts & Sciences require 36 credits. The accelerated program allows Washington University undergraduates to complete a master's degree in one academic year by applying up to five 3-credit courses or four 4-credit courses (a maximum of 16 units), taken as an undergraduate at the 400 level or above, toward the master's degree requirements. For master's programs requiring fewer than 36 units, three courses at the 400 level or above (9-12 units) may be applied toward the AM degree. These undergraduate courses must be in an appropriate discipline, approved by the department, and completed with a grade of B or higher.

## The AB and Master's Degrees in the Professional Schools

The College of Arts & Sciences, in conjunction with the Olin Business School, the School of Engineering & Applied Science, and the Brown School, offers joint (3-2) degree programs. If accepted into a 3-2 degree program, a student may work toward the AB degree during the initial three years at Washington University and the professional degree during the fourth and fifth years. A student electing to do a 3-2 program must complete a combined 150 academic units to earn both the AB degree and the professional degree.

Prior to entry into a 3-2 program, a student in the College of Arts & Sciences must complete:

1. At least 90 academic units of course work offered in the College of Arts & Sciences;
2. All distribution requirements;
3. All requirements for an Arts & Sciences major; and
4. At least 18 of the 30 required units in upper-level course work.
5. A transfer student who seeks the AB degree under this plan must also complete at least four semesters in full-time residence in the College of Arts & Sciences at Washington University.

Thirty units of graduate academic credit taken during the fourth year will complete the 120 academic units required for the AB degree. The professional degree is earned when 150 combined academic units and all degree requirements for the professional school are completed. A student must be recommended by the faculty of the professional school to the dean of the College of Arts & Sciences in order to receive the combined degree.

Students interested in a joint 3-2 degree program should: (1) discuss degree options with a dean in the College of Arts & Sciences and with a dean in the professional school; (2) request the Eligibility Certification Form in the College of Arts &

Sciences; and (3) submit the completed Eligibility Certification Form with the application for the 3-2 program to the professional school early in the spring semester of the junior year.

AB joint master's degree students are formally admitted into the graduate program of the professional school as a joint program for the fourth year. Students accepted into 3-2 joint programs will be prime in their undergraduate division for the fourth year; the professional school program will not become prime until after the eighth semester of study as an undergraduate (or after early graduation with a bachelor's degree). In the fifth year, the professional program will become prime.

Students in 3-2 programs will pay the standard full-time undergraduate tuition rate for the fourth year except for the MBA program which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3-2 programs may apply to the professional programs (Social Work, MBA) for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to all undergraduates enrolled in Washington University day school bachelor's programs who have completed less than the equivalent of eight semesters of academic work toward their bachelor's degree. If these students enroll in any Washington University graduate or post-baccalaureate degree program to begin course work toward a graduate degree in their fourth year, before being awarded a Washington University bachelor's degree or completion of the equivalent of eight semesters of undergraduate enrollment, they are covered by this policy.

This policy applies to current 3-2 programs involving Washington University bachelor's and master's programs and to any future 3-2 programs.

## Olin Business School

A five-year program combining an undergraduate degree and a master's degree is available to a select number of students. (More information on the Olin Business School 3+2 Program is available on our website.)

## School of Engineering & Applied Science

The combined AB/Master's Program is designed to enable students in the College of Arts & Sciences to pursue a coordinated five-year study leading to an AB degree in the College of Arts & Sciences and a master's degree in the School of Engineering & Applied Science.

## Social Work

This 3-2 program (<http://msw.wustl.edu/3-2>) leads to an AB degree from the College of Arts & Sciences and an MSW degree

from the Brown School. Interested students should apply to the Brown School during the first semester of the junior year. Students from all academic disciplines with an interest in social work are encouraged to apply. For further information, visit our website.

## Public Health

This 3-2 program (<http://mph.wustl.edu/3-2>) leads to an AB degree from the College of Arts & Sciences and an MPH degree from the Brown School. Interested students should apply to the Brown School during the first semester of the junior year. Students from all academic disciplines with an interest in public health are encouraged to apply. For further information, visit our website.

## Undergraduate Pre-Professional Preparation

Students planning to pursue pre-professional studies should refer to the general recommendations given below. For more specific recommendations, visit the appropriate webpages.

## Architecture

Please refer to the College of Architecture (p. 38) section in this *Bulletin*.

## Business Administration

Students in the College of Arts & Sciences are welcome to consult with the associate dean for the undergraduate program in the Olin Business School concerning any aspect of preparation for careers in business. For more information, visit the Olin Business School's website (<http://olin.wustl.edu>).

## Law

The two most significant factors law schools use in determining whom to admit for legal study are the undergraduate GPA (taking into consideration the difficulty of courses attempted and the breadth of study) and the score on the Law School Admission Test (LSAT). Admission to law school requires a bachelor's degree.

There is no required set of courses for pre-law study at the undergraduate level. Many law school applicants have majors in economics, English, history, philosophy and political science, but law schools also seek students with undergraduate majors in science, business, engineering and other disciplines. Whatever area(s) pre-law students choose to emphasize in their undergraduate studies, they should take courses that require significant amounts of writing, that develop analytic thinking skills, that encourage application of principles or theories to new situations, and that require original writing and revision of written work in response to comment and critique. It is also important to learn to read and analyze complex written material and to develop sound research skills.

Economics, history, philosophy and political science courses can help to develop an understanding of the traditions behind and the development of the U.S. legal system. Logic, statistics and accounting courses also provide valuable background for legal study and the practice of law.

The pre-law advisers in the College of Arts & Sciences are available to help plan a course of study and prepare a strategy for applying for admission to law school. For more information, visit the pre-law website ([http://college.artsci.wustl.edu/pre\\_law](http://college.artsci.wustl.edu/pre_law)).

## Medicine

Pre-medical students in the College of Arts & Sciences of Washington University complete the bachelor's degree before admission to a medical school. In addition to fulfilling the requirements for the AB, pre-medical students must fulfill the entrance requirements of the medical schools to which they plan to apply. Specific requirements, which may vary, are summarized in the *Medical College Admission Requirements* handbook, published annually online by the Association of American Medical Colleges.

Pre-medical students must demonstrate high academic achievement and must possess the character, responsibility and level of commitment suitable for a career in medicine. While requirements for specific medical schools are increasingly varied, most schools have traditionally required at least one year each of English, general biology, inorganic chemistry, organic chemistry and physics, with laboratory components traditionally required for all of the core science courses; additionally, students preparing to take the Medical College Admissions Test (MCAT) should take one semester each of biochemistry, psychology and sociology. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities, the social and behavioral sciences, and a demonstrated understanding of and appreciation for social and cultural diversity.

Students interested in the health professions may choose a major in any field — the humanities, the social sciences or the natural sciences — as long as they complete the pre-medical requirements. Any student planning to apply to MD–PhD programs is strongly advised to major in one of the natural sciences and to begin gaining bench research experience no later than the beginning of the sophomore year. Research opportunities are available both on the Danforth Campus and at the School of Medicine and are open to both science and nonscience majors. Health-related volunteer opportunities are also widely available.

Students entering the university planning to apply to medical school should, with the aid of their advisers, structure their course of study to include the medical school requirements. There is no one right or best sequence of courses: There are numerous pathways to medical school. Because each student's pathway is different, students interested in a career in the health professions are encouraged to consult the pre-health deans in

the college in addition to their academic advisers. Additional information can be found at the pre-health website (<http://prehealth.wustl.edu/Pages/default.aspx>).

## Physical Therapy

Students interested in pursuing a career in physical therapy must complete a bachelor's degree before entering the Doctor of Physical Therapy (DPT) program.

Prerequisites for the DPT vary from school to school but generally include the following course work:

- 8 units in general biology
- 8 units in chemistry with laboratories
- 8 units in physics with laboratories
- 3 units in anatomy (human, vertebrate, comparative or anatomical kinesiology)
- 3 units in physiology (human physiology preferred)
- 3 units in trigonometry (calculus is acceptable)
- 3 units in statistics
- 6 units in psychology (to include abnormal psychology)
- 6 units in English (to include English composition or an upper-level writing course)
- 6 units in social sciences or the humanities

DPT programs also require applicants to take the Graduate Record Examination (GRE) and to demonstrate competence in medical terminology. Admission factors include grade point average, GRE scores, letters of recommendation and written essays.

Interested students will find additional information about Washington University School of Medicine's Program in Physical Therapy (<http://physicaltherapy.wustl.edu>) on our website.

## Fields of Study

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American Culture Studies (p. 165)

Anthropology (p. 209)

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## African and African-American Studies

The program in African and African-American Studies offers opportunities for students to explore the social, political and intellectual history as well as the literature, culture and artistic life of various peoples in the world who are African or of African descent.

The program examines a wide spectrum of experiences and issues and is both multidisciplinary and interdisciplinary in its approach. Courses are offered in the humanities, the social sciences and the performing arts. Main areas of concentration are East, West and Central Africa; the United States; and the Caribbean.

Students who major in the program are encouraged to design a course of study that focuses on either a particular area of interest or a more comprehensive examination of black culture and life. Students also have opportunities to do research with faculty or to take internships with organizations such as the Missouri Historical Society. Our summer programs in Kenya and Senegal, as well as study abroad in other African countries, can further enrich the student experience.

Courses in the program are numbered to assist students to progress from introductory courses (100-/200-level) to intermediate courses (300-level or higher) to advanced courses (400-level). The program also regularly sponsors lectures on topics of interest in all areas of the black experience. In many

cases, lecturers participate in classes by giving special lectures within the classroom setting.

**Departmental Prizes:** The program also sponsors writing competitions that include monetary awards. They include the **Undergraduate Essay Prize** for the best essay on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora; the **Graduate Essay Prize** for the best essay on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora by a graduate student; and the prize for the best **Student Essay in a Foreign Language** that honors the best student writing related to Africa or to African-descended people anywhere in the diaspora that is written in a language other than English.

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**Website:** <http://afas.wustl.edu>

## Faculty

### Chair

**Gerald Early** ([http://english.artsci.wustl.edu/gerald\\_early](http://english.artsci.wustl.edu/gerald_early))  
Merle Kling Professor of Modern Letters  
PhD, Cornell University  
(English)

### Endowed Professors

**Jean Allman** (<http://history.artsci.wustl.edu/allman>)  
J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
(History)

**John Baugh** ([http://anthropology.artsci.wustl.edu/baugh\\_john](http://anthropology.artsci.wustl.edu/baugh_john))  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(Linguistics)

### Professors

**Tim Parsons** ([http://history.artsci.wustl.edu/tim\\_parsons](http://history.artsci.wustl.edu/tim_parsons))  
PhD, Johns Hopkins University  
(History)

**Carol Camp Yeakey** ([http://education.wustl.edu/people/yeakey\\_carol-camp](http://education.wustl.edu/people/yeakey_carol-camp))  
PhD, Northwestern University  
(Education)

**Rafia Zafar** (<http://english.artsci.wustl.edu/Rafia-Zafar>)  
PhD, Harvard University  
(English)

## Associate Professors

**J. Dillon Brown** ([http://english.artsci.wustl.edu/j\\_dillon\\_brown](http://english.artsci.wustl.edu/j_dillon_brown))  
PhD, University of Pennsylvania  
(English)

**Garrett Duncan** (<http://education.wustl.edu/Duncan>)  
PhD, The Claremont Graduate School  
(Education)

**William J. Maxwell** ([http://english.artsci.wustl.edu/william\\_maxwell](http://english.artsci.wustl.edu/william_maxwell))  
PhD, Duke University  
(English)

**Jeffrey Q. McCune Jr.** (<http://afas.wustl.edu/people/jeffrey-q-mccune-jr-0>)  
PhD, Northwestern University  
(African-American Studies and Gender Studies)

**Shanti Parikh** ([http://anthropology.artsci.wustl.edu/parikh\\_shanti](http://anthropology.artsci.wustl.edu/parikh_shanti))  
PhD, Yale University  
(Anthropology)

## Assistant Professors

**Jonathan Fenderson** (<http://afas.wustl.edu/people/jonathan-fenderson>)  
PhD, University of Massachusetts  
(African-American Studies)

**Sowande' Mustakeem** (<http://history.artsci.wustl.edu/mustakeem>)  
PhD, Michigan State University  
(History)

## Artist-in-Residence

**Ron Himes**  
Henry Hampton Jr. Distinguished Artist-in-Residence  
BA, Washington University

## Senior Lecturers

**Rudolph Clay** (<http://libguides.wustl.edu/profile.php?uid=3907>)  
MLS, University of Michigan  
(Library Science)

**Mungai Mutonya** ([http://afas.wustl.edu/people/mungai\\_mutonya](http://afas.wustl.edu/people/mungai_mutonya))  
PhD, Michigan State University  
(Linguistics)

**Wilmetta Toliver-Diallo** ([http://college.artsci.wustl.edu/Wilmetta\\_Toliver-Diallo](http://college.artsci.wustl.edu/Wilmetta_Toliver-Diallo))  
PhD, Stanford University  
(History)

## Lecturer

**El Hadji Samba Amadou Diallo** (<http://afas.wustl.edu/people/el-hadji-samba-amadou-diallo>)  
PhD, School of Advanced Studies in Social Sciences - Paris  
(History & Anthropology)

## Postdoctoral Research Associates

**Jordache Ellapen** (<http://afas.wustl.edu/people/Jordache%20Ellapen>)  
PhD, Indiana University  
(American Studies)

**Francisco Vieyra** (<http://afas.wustl.edu/people/francisco-vieyra>)  
PhD, New York University  
(Sociology)

## Majors

### The Major in African and African-American Studies

**Total units required:** 27 credits

#### Required courses:

| Code     | Title                            | Units |
|----------|----------------------------------|-------|
| AFAS 255 | Introduction to Africana Studies | 3     |
| AFAS 401 | Senior Seminar                   | 3     |

**Elective courses:** 21 units at the 300 level or above. Courses should be selected in consultation with the adviser.

## Additional Information

**Co-Curricular Requirements for Majors:** The program regularly sponsors lectures and events, such as plays, film festivals, exhibits, field trips, and panels and speakers, which focus on contemporary or perennial topics of interest in all areas of the black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are, in part, designed to foster a vibrant social and intellectual community within the program and to give majors and minors a sense of identity of what it means to be part of the African and African-American Studies community. Majors must attend a minimum of six (and at least two per year) and minors must attend a minimum of three (and at least one per year) such African and African-American Studies-sponsored events to fulfill the program's co-curricular requirement. (African and African-American Studies subsidizes events that require admission fees.)

**Senior Honors:** If a student maintains an overall grade point average of at least 3.65 and a major grade point average of 3.50 by the second semester of their junior year, they may be eligible to conduct a Latin Honors thesis with a core faculty member in the program in African and African-American Studies. Completed application forms for Honors should be submitted to the honors

program director as early as possible, preferably before May 1 of the junior year.

## Minors

### The Minor in African and African-American Studies

**Units required:** 18

**Required courses:**

| Code     | Title                            | Units |
|----------|----------------------------------|-------|
| AFAS 255 | Introduction to Africana Studies | 3     |

**Elective courses:** 15 units at the 300 level or above. Courses should be selected in consultation with the adviser.

### Additional Information

**Co-Curricular Requirements for Minors:** The program regularly sponsors lectures and events, such as plays, film festivals, exhibits, field trips, and panels and speakers, which focus on contemporary or perennial topics of interest in all areas of the black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are, in part, designed to foster a vibrant social and intellectual community within the program and to give majors and minors a sense of identity of what it means to be part of the African and African-American Studies community. Majors must attend a minimum of six (and at least two per year) and minors must attend a minimum of three (and at least one per year) such African and African-American Studies-sponsored events to fulfill the program's co-curricular requirement. (African and African-American Studies subsidizes events that require admission fees.)

## Courses

Visit online course listings to view semester offerings for L90 AFAS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L90&crslvl=1:4>).

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#### L90 AFAS 1002 Foundations in African and African-American Studies

Designed to introduce the student to issues in African and African-American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention is paid to the discipline of African and African-American studies, which engages with the artistic, cultural, historical, literary and theoretical expressions of the peoples and cultures of Africa and the African diaspora. Faculty members as well as St. Louis professionals give one-hour lectures on their particular disciplinary approach, their research or their professional lives. Students are required to attend three outside lectures or performances. May be taken before declaring major, and may be taken by non-majors. Credit 1 unit. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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#### L90 AFAS 103D Beginning Swahili I

A beginning language course emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program. CET (<https://gephardtinsttute.wustl.edu/cec/college-of-arts-sciences>) course. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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#### L90 AFAS 1045 Wolof Language and Culture

This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea and in the migrant communities in the United States and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students practice speaking, reading, writing and listening. Each module begins with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films and audio, are provided. Its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students also learn important aspects of life and culture of the Wolof. Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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#### L90 AFAS 1046 Wolof Language and Culture II

This course continues the introductory study of Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea and in the migrant communities in the United States and France. In this second course of a beginning level of a Wolof program, students practice speaking, reading, writing and listening. Each module begins with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films and audio, are provided. The course's aim is to provide students with knowledge of the more advanced structures of the language and the ability to communicate. Students learn important aspects of life and culture of the Wolof. Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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#### L90 AFAS 104D Beginning Swahili II

Second-semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students also are introduced to authentic Swahili texts including plays, short stories and newspapers. Students have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. Prerequisite: AFAS 103D. CET (<https://gephardtinsttute.wustl.edu/cec/college-of-arts-sciences>) course. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS EN: H

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#### L90 AFAS 1096 Ragtime

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Same as L27 Music 109  
Credit 2 units. A&S: LA A&S IQ: HUM BU: HUM

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**L90 AFAS 111 Freshman Seminar: Race and Ethnicity on American Television**

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course charts changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screening.

Same as L53 Film 110  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

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**L90 AFAS 1181 Freshman Seminar: Beats and Rhymes — Hip-Hop in American Culture**

On its surface, hip-hop is fundamentally about making music: a creative combination of beats, flow, samples and rhymes. And yet, beneath the surface lies so much more. Although hip-hop culture writ large (lyrics, fashion, dance and lifestyle) influences many on a global level, this class explores the meaning of hip-hop primarily from African-American informed social and political perspectives. In what ways does hip-hop intersect with American culture, specifically on the fields of race, ethnicity, class, gender and sexuality? Without a doubt, it does so in intriguing, contested and often problematic ways.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 1201 Freshman Seminar: Race and Performance**

What does it mean to "act black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States, mostly in the 20th century. We examine novels (such as Nella Larsen's *Passing*), plays (such as Anna Deavere Smith's *Fires in the Mirror*), and performances of everyday life (such as "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Same as L15 Drama 120  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L90 AFAS 136 Freshman Seminar: The Concept of Race in Black Thought**

Although many people now believe that the idea of biologically distinct human races is a socially constructed fiction, the color of one's skin can play a major role in determining such aspects of life as where one lives, the quality of one's education, and one's access to health care. Clearly, perceptions of race still hold a great deal of power, whether or not they are based upon scientifically sound reasoning. Therefore, we must attempt to understand how notions of race emerged and where they seem to be headed. In this course, we examine the role of race in American life, past and present.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 162 Freshman Seminar: Contextualizing Problems in Contemporary Africa**

Africa is typically presented in the United States and international media as a continent in constant turmoil. This freshman seminar challenges this simplistic and common myth by exploring the historical and global roots of key issues facing contemporary Africa. Case studies include the 1994 genocide in Rwanda; post-Apartheid violence in South Africa; HIV/AIDS in Africa; oil and corruption in Nigeria; the legacy of colonialism; the quest for modernity; refugees and forced migration; and commercial sex work. In each of these cases students explore how the issue emerged within a specific historical, social and global context. We investigate the implications of various forms of inequalities (e.g., between the global north and global south, within Africa, and among generations and genders) in shaping each topic and how differently situated people within Africa understand, respond to and cope with everyday realities. Readings include anthropological and historical analysis, African literature, journalist's accounts and popular articles. By the end of the course, students should be able to critically assess the value of using a contextual analysis in understanding problems in contemporary Africa. This class is a discussion-based seminar and students are expected to actively participate. Students are graded on a series of analytical essays, a final project and in-class participation.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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**L90 AFAS 178 Imagining and Creating Africa: Youth, Culture, and Change**

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we study social structures, including churches, NGOs, and developmental agencies as well as learn about examples of Muslim youth movements and the global civil society. The course explores how youth impact cultural movements in Africa and how they influence the world. In particular, we examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States.

Credit 3 units. A&S: CD A&S IQ: LCD Arch: HUM Art: HUM BU: IS EN: H

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**L90 AFAS 188 Freshman Seminar: Self and Identity in African-American Literature**

For whom should the black author write? In this seminar we consider how African-American literature examines the meaning of African-American identity, the individual's relationship with the community, and the often vexed relationship of the black author to the American mainstream. We read classic authors as well as some less familiar ones. W.E.B. Du Bois, Nella Larsen, James Baldwin and Octavia Butler are just some of the possibilities. Class participation and regular reading logs are required. Freshmen only.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

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**L90 AFAS 195C Introduction to African-American Images in Film: A Freshman Seminar**

This seminar for freshmen introduces students to an array of films depicting African Americans at different points in the history of filmmaking, as well as the relevance of these films to the advancement of civil rights in America and, by extension, the world. Students are introduced to elementary documentary film production in collaboration with Washington University library staff and hands-on utilization of the Henry Hampton Archive. The course provides a balanced introduction to various civil rights topics that are relevant to African Americans, their depiction in film, and knowledge of how documentary film production can be used to overcome past discrimination.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 196C Images of Africa in Literature and Art, ca. 1800 to Present Day**

This course examines representations of Africa, African peoples and African cultures from the early 19th century to the present day. Drawing on a wide variety of African and colonial source materials — including novels, photographs, art, advertising and movies — we critically explore the ways in which historical developments and cultural products helped to shape conceptions of African identities and ethnicities. Among other issues, we address the legacy of the slave trade; gender and the construction of cultural "traditions"; colonial society, nationalist resistance and the rise of pan-Africanism; and South African Apartheid. Emphasis is placed on critical engagement with the source materials through written assignments and participation in class discussion. Freshmen only.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 203D Intermediate Swahili III**

Enhanced acquisition of language fundamentals acquired in first-year Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 103D(Q) –104D(Q) or the equivalent. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L90 AFAS 204D Intermediate Swahili IV**

Fourth-semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems and newspapers. Students enhance their writing skills and creativity in the language through group-writing projects. Prerequisite: AFAS 103D(Q), 104D(Q) and 203D(Q). CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L90 AFAS 206B "Reading" Culture: : How to Read Images: Visual Culture and Visual Literacy**

Consult section description.  
Same as L98 AMCS 206

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 208B African-American Studies: An Introduction**

Lectures, readings, films and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archeology, sociology and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 209B African Studies: An Introduction**

This course introduces students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It exposes students to the history, politics, literary and artistic creativity of the continent. Emphasis is placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L90 AFAS 210 The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective**

This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic and psychological dimensions of African-American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to African slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy, and the affirmative action debate that has consumed the nation. Students work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly webpage or a project) pertaining to the linguistic plight of citizens within this African diaspora. Students are introduced to foundational African-American studies in anthropology, education, English, linguistics and psychology.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 2155 Introduction to Comparative Practice**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers and/or exams.  
Same as L16 Comp Lit 215C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L90 AFAS 215C Topics in African-American Studies**

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 220 Topics in AMCS: Don't Believe the Hype: Race, Media, and Social Movements in America**

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology and political science; at the same time, we will learn key concepts within the field that will inform their future work. These are presented in a semester-specific topic of focus; consult Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the "Introductory Course" requirement for AMCS majors and minors.

Same as L98 AMCS 220

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 220A Whose St. Louis? Religion, Race, and Power in the Gateway City**

Through the city's history, St. Louis residents and their leaders have established laws, policies, and practices that have privileged certain groups at the expense of others. Race has often been part of that equation. This course examines moments of social crisis in St. Louis history — up to the present day — when residents have mobilized, resisted, or ignored efforts to address race-based inequalities. We consider how St. Louis' religious communities in particular have understood the city's racial codes and how they have positioned themselves in relation to movements for social change. Along the way we explore slavery, property and housing restrictions, interstate construction, hiring practices, and gun violence. In addition to course reading assignments and film screenings, students will visit three religious sites to encounter and analyze the intersections of race, religion, and power in present-day St. Louis.

Same as L57 RelPol 220

Credit 3 units. A&S IQ: HUM BU: BA EN: H

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**L90 AFAS 2230 The African Diaspora: Black Internationalism Across Time and Space**

This course is an introduction to the history of the African diaspora. It engages the following questions: What constitutes a diaspora and what is the African diaspora in particular? Where is it? What were the conditions that led to the dispersal of Africans throughout the world? How have Africans in the diaspora constructed cultural and political identities across time and space? What were the circumstances that led to the dispersal of Africans? When the dispersal resulted from conditions of inequality, as was the case when the transatlantic slave trade led to the forced migration of Africans to the "new world," what were the legacies of that inequality? How has the African presence transformed the societies in question? Though the course focuses on readings from the United States, the Caribbean and South America, students also are exposed to the African diaspora as a series of dispersals, with a view to placing the African diaspora in the "new world" within the historic context of a longer history of African dispersal.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L90 AFAS 2231 Cross-Cultural Women Playwrights**

This course will provide an introductory survey of the work of African-American, Caribbean-American, Asian-American, and Native American women playwrights. We will explore the

playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving, and occasionally terrifying, as they chart for contemporary theatre the intersection of race and gender in performative terms. Playwrights to be addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez, and Velina Hasu Houston.

Same as L15 Drama 223

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L90 AFAS 2250 Freshman Seminar: African-American Women's History: Sexuality, Violence and the Love of Hip-Hop**

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women's history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of black women. This course explores the lived experiences of black women in North America through a significant focus on the critical themes of violence and sexuality. We examine African-American women as the perpetrators and the victims of violence and as the objects of sexual surveillance and we explore a range of contemporary debates concerning the intersections of race, class and gender, particularly within the evolving hip-hop movement. We take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 226 What's Cool? Exploring an American Cultural Form**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Same as L98 AMCS 225

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 2300 Topics in Urban America: Exploring Urban Change**

This course foregrounds the interpretive and analytical approaches used in the study of American cities. The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns and evolution. Employing multiple perspectives, we interpret urban space as a product of culture, explore the city's importance in shaping American society, and investigate the ongoing evolution of the built environment. This course lays the basis for interdisciplinary thinking and research in American culture studies. The topic varies by semester. Consult Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS students.

Same as L98 AMCS 230

Credit 3 units. Arch: SSC Art: SSC BU: BA

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**L90 AFAS 230A Black-Jewish Relations in the United States**

The relationship of blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity

politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "black," and "Jewish."

Same as L57 RelPol 230

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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#### L90 AFAS 251 Topics: The Ebonics Controversy

This course examines the controversy regarding the status of Ebonics and its role in education. Ebonics is the term often used to describe the distinct speech of 85 percent of the African-American population. The controversy reached the national limelight in 1996 and 1997 due to a resolution by the Oakland (California) School Board, which identified Ebonics as a legitimate form of speech that should be respected. The arguments about Ebonics are multifaceted and highlight significant linguistic as well as educational and political issues. There is the basic question of just what is Ebonics: Is it a separate language, a dialect, slang, bad grammar, broken English or really not a distinct entity? There are issues related to the term Ebonics as evidenced by the various names that academicians have used for the speech of African Americans, i.e., African-American (vernacular) English and African-American Language. Its origins and history also have been debated: Is it a variant of Southern English or are its origins traceable to the language systems of Africa? Further, there is a fundamental, practical question of how to approach the education of African-American children whose home speech is Ebonics: Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of Standard English, or should Ebonics be used as a vehicle for learning Standard English? This course examines these and other issues, such as the portrayal of Ebonics in the popular media as well as its use within African-American communities, through readings, films, small and large group discussions, writing assignments and lectures.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

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#### L90 AFAS 255 Introduction to Africana Studies

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe and South America. When possible, we will explore diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African-American and African diaspora thought and practice.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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#### L90 AFAS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast, students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.

Same as L22 History 2674

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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#### L90 AFAS 280 Imaging Blackness: Race and Visual Culture in the African Diaspora

In 1903 W.E.B. Du Bois wrote that the "biggest problem of the 20th Century is the problem of the color line." By this stage, cinema and photography were already well established technologies that were being used to produce and justify differences between black and white subjects. Collectively through historical and theoretical readings, film screenings, and by engaging with a variety of visual arts practices, in this seminar we will first examine the relationship between early visual technologies and modern understandings of race. Since the development of photography and cinema, scientists, anthropologists, and the state have mobilized such visual technologies to inscribe racialized difference onto black/African/native bodies. Central to our analysis is the manner in which visual technologies have produced the black/African body as not just racially different but also deviant in terms of gender and sexuality. After establishing the historical context, we will shift our focus to consider how contemporary artists from the Africa diaspora use visual culture and aesthetics to actively challenge and critique overdetermined stereotypes of blackness. Throughout the semester we will study the manner in which class, gender, and sexuality are central to the production of the black body, and we will engage with various representations of blackness that consider these intersecting social formations.

Credit 3 units. Arch: HT Art: AH

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#### L90 AFAS 2991 Undergraduate TA

Credit 3 units.

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#### L90 AFAS 3002 Feminist Fire!: Radical Black Women in the 20th Century

Black women have been at the forefront of the black radical tradition since its inception. Often marginalized in both the scholarship and popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the black radical tradition

that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise — complete with its own theoretical interventions (i.e., standpoint theory, intersectionality, dissemblance, etc.) and competing scholarly agendas — this course thinks through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, Feminist Fire centers Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We prioritize the life and thought of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, Angela Davis, and organizations like the Combahee River Collective, Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, the course aims to bring the social movement history back into the discourse around Black Feminism.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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#### L90 AFAS 301 A History of African-American Theater

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theater and minstrels; black theater movement and other ethnic theater movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, and Langston Hughes and Zora Neale Hurston's *Mule Bone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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#### L90 AFAS 3010 The Politics of Kanye West: Black Genius and Sonic Aesthetics

As a hip-hop artist Kanye West has had unprecedented impact on the sonic force of music, fashion, politics and videography. Coupling his controversial moments with his corpus of musical texts with special focus on sonic production, this course illuminates "Mr. West" as a case study for interrogating the interplay between fame, gender, sexuality and race. Mostly, we explore how racialized ways of doing iconography, complex ways of seeing, create a distorted or reductive frame through which we see the black and famous. Nonetheless, the course oscillates with entertaining these nuances, while being entertained by the decade-long catalogue of music and visual imagery. Together, we extract the "Politics of Mr. West" in his music and life, while also illuminating the importance of a politics of genius-making in the larger arc of black pop culture tradition. Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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#### L90 AFAS 3015 Speaking Truth to Power: The Black Prophetic Voice in America

To comprehend the origins and development of the black prophetic voice, one must first understand the religious history of African Americans. As such, this course investigates how African Americans have historically employed Christianity as a vessel of protest and empowerment. To illustrate how African Americans' practiced faith has ultimately become a platform for speaking out against their oppression, students engage some of the following questions: What makes Black Christianity so distinct, if at all? What is the so-called "prophetic voice"? And how have African

Americans used this prophetic voice to bring attention to various issues of social, political and economic concern? Ultimately students decide for themselves what black prophetic voice is and if it is still a viable part of the American fabric.

Credit 3 units. A&S: TH Art: HUM

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#### L90 AFAS 3026 Sports and Culture: Empire of Hoop: Basketball as American Culture

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, refer to Course Listings for description of current semester's offering.

Same as L98 AMCS 3025

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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#### L90 AFAS 3031 Topics in Music: Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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#### L90 AFAS 3035 The Sociology of African-American Politics

While this course includes the insights of political science, history, anthropology, law and cultural studies, it is based in sociology. If political science can be said to focus on theories of governance and the mechanics of governmental administration, political sociology can be said to focus on the underlying social forces making civic and political thought and action possible, the consequences of political thought and action, the impact of informal civic and political worlds on the state, and power dynamics between and within groups. In this course, we will consider each of these topics across seven sections.

Credit 3 units. A&S IQ: SSC, SD BU: BA EN: S

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#### L90 AFAS 3061 Literacy Education in the Contexts of Human Rights and Social Justice

Literacy is a fundamental human right. In this course, we will explore the current and historical relationships between literacy and human rights. This will include an analysis of the ways in which literacy education is fundamentally linked to issues of global justice including political engagement and voting rights, environmental sustainability, gender and racial equality, and participation in the globalized economy. We will investigate how literacy education has played a role in social struggles at local, national, and international levels such as the creation of the Freedom Schools in St. Louis, the Native American boarding school movement, the Civil Rights movement in the United States including the creation of the Citizenship schools, the Ebonics debate in Oakland, California, the Nicaraguan Literacy Campaign, and the current No Child Left Behind federal educational policy. Students will explore how literacy education has been used, in each of these cases, as a tool of empowerment and a tool of oppression.

Same as L12 Educ 306

Credit 3 units. A&S: SS BU: BA EN: S

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#### L90 AFAS 3062 Islam, Culture and Society in West Africa

This course explores the introduction of Islam into West Africa beginning in the 10th Century and explores its expansion and

development in the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures and readings, as well as print and visual media.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: NW

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### L90 AFAS 306B Africa: Peoples and Cultures

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present.

Same as L48 Anthro 306B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

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### L90 AFAS 3071 Caribbean Literature in English

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise. It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Same as L14 E Lit 3071

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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### L90 AFAS 3080 Imaging Blackness: Race and Visual Culture in Africa and the African Diasporas

This course examines the relationship between race, nation, and visual culture by interrogating the ways in which citizenship in Western nations is racially defined. Through the semester, we focus specifically on South Africa and African diaspora communities in the U.S., Britain, Canada, Germany, and the Caribbean. People from Africa and the African diaspora have historically been excluded from the national imaginary and have sought other forms of belonging that challenge the limitations of the nation-state. First, this course examines the role of visual culture in reifying the relationship between race and nation. Collectively through readings, film screenings, and by engaging with other visual arts practices (photography and fine art), we interrogate the following questions: What is the relationship between early cinema and photography and how have these visual technologies contributed to contemporary understandings of race, particularly blackness and Africanness? What is the relationship between early cinema, race, and nation? How has cinema been used by black communities to signal the

emergence of modern black life? How does Africa figure in the African diasporic imaginary through visual art? After establishing the long history of the intimate relationship between race, nation, and visual culture we then interrogate the manner in which artists of the African diaspora and South Africa have employed the visual technologies of cinema and photography to contest dominant representations (stereotypes) of blackness. We engage with the manner in which these artists have and continue to challenge, critique, and offer new ways to think through the relationship between race, nation, and visual culture. Throughout the course we examine how other vectors of power like class, gender, and sexuality are central to formations of race and nation. By engaging with contemporary visual artists of South African and the African diaspora we examine how cultural production, for example, can and does serve as one means through which people imagine their lives, often resisting and revising forms of oppression to create alternative community and cultural formations.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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### L90 AFAS 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history. We will, however, focus primarily on how various social commentators, political activists and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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### L90 AFAS 3095 African Art in Context: Patronage, Globalisms, and Inventiveness

This course offers an introduction to principal visual arts from Africa, prehistoric to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding and social history. Theoretical perspectives on the collection, appropriation and exhibition of African arts in Europe and North America will be examined. Course work will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Same as L01 Art-Arch 3090

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H UColl: NW

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### L90 AFAS 3101 "Give Up the Mic": Black Feminism in the United States

It is a mistaken, but widely held, assumption that black feminism in the United States emerged from the second-wave women's movement of the 1960s. This course offers a different view: the black feminist movement has a long history with roots in the slavery era. This course charts the historical evolution of black feminist theory and praxis from the 19th century to the present through reading texts from a variety of black feminists including

abolitionists, anti-lynching advocates, clubwomen, blues artists, unionists, communists, civil rights and black power movement activists, poets, leaders of formal feminist organizations, and hip-hop feminists. We examine essays and books that articulate the complexity of black American women's demand for social, economic and political equality as well as the desire for a vision of liberation based on historical and ongoing struggles against race and gender oppression. We identify the central concerns of black feminist thought, salient theoretical models such as the intersection of race, gender, sexuality and class, and how the movement changed over time.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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### L90 AFAS 311 Modern Dance and the African-American Legacy

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern day classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet. Same as L29 Dance 311

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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### L90 AFAS 3113 Culture, Politics, and Society in Francophone Africa

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities. In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA).

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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### L90 AFAS 3140 Urban Inequality: Racism, Segregation, & Ghettoization in the American City

The academic study of urban inequality proceeds from the understanding that: 1) cities are deeply unequal, especially when considered in terms of race and class; 2) rather than being random or natural, urban inequality is the product of human ideas, policies and practices; and 3) urban inequality has substantial and enduring impacts on city life and life chances, especially for racial minorities and the poor. Echoing these

general themes, this course closely examines the causes, development, and consequences of urban inequality in the U.S. context. In order to explore U.S. urban inequality most clearly, the course focuses on the African-American urban experience and what has variously been called the "black belt," the inner city, and, most importantly, the ghetto. The scope is still national, though, with analyses of New York, Philadelphia, Baltimore, D.C., Detroit, Chicago, New Orleans, Oakland and St. Louis, among other cities. The course primarily draws from sociology and history but also includes insights from anthropology, political science, criminology and law, among other disciplines.

Credit 3 units. A&S IQ: SSC, SD EN: S

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### L90 AFAS 3161 African-American Politics

This course examines the historical and contemporary efforts by African Americans to gain full inclusion as citizens in the U.S. political system. The course focuses on topics such as the politics of the civil rights movement; African-American political participation; and the tension between racial group politics and class politics.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L90 AFAS 321 Topics in Theater

Explores a variety of special interest topics in theater. Consult the Course Listings.

Same as L15 Drama 321

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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### L90 AFAS 3212 The Social Construction of Race

Examination of race, ethnicity and racism from a sociological perspective to understand race as a socially constructed phenomenon manifest in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation and work. Application of sociological analysis to understand current race-related events. This course has no specific prerequisites but completion of an introductory course in sociology is recommended before enrollment.

Same as L40 SOC 3212

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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### L90 AFAS 321C African Civilization to 1800

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history; migration and cross-cultural exchange; the development of Swahili culture; the Western Sudanese states; the trans-Atlantic slave trade; and the historical roots of Apartheid.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

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### L90 AFAS 322C African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of precolonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H UColl: HAF, HSM

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**L90 AFAS 3231 Black Power Across Africa and the  
Diaspora: International Dimensions of the Black Power  
Movement**

This seminar explores the Black Power Movement as an international phenomenon. By situating Black Power within an African World context, this course examines the advent and intersections of Black Power politics in the United States, parts of Africa (including Ghana, Algeria, Nigeria and Tanzania), the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South America (Brazil) and Canada. Particular emphasis is placed upon unique and contested definitions of "Black Power" as it was articulated, constructed and enacted in each region.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:  
BA EN: H

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**L90 AFAS 3242 Introduction to African-American  
Psychology**

This course provides an introduction to the experiences of African Americans from a psychological perspective. Throughout the course, we will consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles and behaviors of African Americans. The course begins with an overview of these theories, methodologies and frameworks. The second part of the course is devoted to exploring psychological research around pertinent topics in the field such as racism and discrimination, gender, achievement and schooling, kinship and family, racial identity, religion and spirituality, and mental health. Finally, we conclude the course with discussions of current topics, controversies, and recent advances in African-American psychology. Prerequisite: Intro to Africana Studies.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L90 AFAS 3254 African Americans and Children's Literature**

This course explores two distinct themes: how African-descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It also examines two related questions: How has African-American childhood been constructed in children's literature and how have African-American writers constructed childhood in children's literature? We look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the *Brownies Book*, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others.

Credit 3 units. A&S: TH, SD Art: HUM BU: HUM EN: H

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**L90 AFAS 3255 Black Masculinities**

This course will investigate and explore how manhood, or masculinity, interacts with ideas of sexuality in public and private life. Together, we will look closely at writers who offer cultural and theoretical frameworks to challenge our ideas of what black manhood is and should be, particularly those writers who are bold enough to represent same-sex desire among black men and women. Authors will include James Baldwin, Essex

Hemphill, Mark Anthony Neal, Mignon Moore, and E. Patrick Johnson.

Same as L77 WGSS 3255

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:  
BA EN: H

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**L90 AFAS 326 Literature of the Color Line**

In 1903's *The Souls of Black Folk*, W.E.B. DuBois wrote "for the problem of the 20th century is the problem of the color-line." This literature course includes texts written by African-American authors to examine the ways African Americans came to be portrayed in American literature and culture by writers of color, paying special attention to the changing concept of race and African-American citizenship as influenced by American political thought at a time when many of the gains made by African Americans during the period of Reconstruction were repealed. We read fiction, poetry, essays and pamphlets by African-American writers writing through the late 19th and early 20th century, including but not limited to Charles Chesnutt, W.E.B. DuBois, Booker T. Washington, Ida B. Wells-Barnett, Pauline Hopkins, Frances E.W. Harper, Paul Laurence Dunbar. In addition to the texts, students are asked to briefly examine portrayals of African Americans in other forms of media, such as visual culture and film.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN:  
H

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**L90 AFAS 327B African Politics**

A survey of politics in the states of sub-Saharan Africa. Major themes include the givens of African politics; the colonial inheritance; ethnicity, race and politics; religion and politics; forms and styles of rule and governance; pathologies and nonformal politics; and the international relation of African states. Requirements include two short papers and a written briefing on an assigned country.

Same as L32 Pol Sci 327B

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L90 AFAS 3282 Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.

Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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**L90 AFAS 330 Topics in Linguistics: The American  
Languages**

Our perceptions about language are shaped by our linguistic backgrounds and practices as well as our social and political ideologies. This course examines the history of American languages in the U.S. and explores the social, educational, and political issues that surround them. Four types of languages are studied: Native American, colonial, immigrant, and new languages (e.g., Hawaiian Pidgin and American Sign Language). We also take a special look at the history and structure of African-American Language which challenges linguistic categorizations as well as language policy and education. Among the major questions discussed in this course are: what

makes American languages distinct in terms of their history and social status; what do they all have in common beyond the simple geographic classification of being "American." In addressing these questions we also study the politics of language, the history of language policy and education in the U.S., as well as issues of current debate, such as indigenous language reclamation, the "Ebonics controversy," bilingual education, and the official English movement.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

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**L90 AFAS 3301 Culture & Identity: Black Lives Matter: Art, Theory, and Practice**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester; consult Course Listings for description of current semester's offering.

Same as L98 AMCS 330C

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 3340 Gender, Health and Resistance: Comparative Slavery in the African Diaspora**

Slavery is a field of historical study that continues to undergo considerable transformation within scholarly investigation. As such, scholars have sought to initiate much broader understandings of the evolution of slavery across both time and geographical space. This course will utilize a comparative approach to examine the experiences of enslavement common throughout the African diaspora, particularly within the United States, the Caribbean, and parts of Latin America. Some themes briefly covered within this course include: gender, sexuality, community, resistance, medicine, labor and culture.

Same as L22 History 3340

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L90 AFAS 335 Selected American Writers: James Baldwin Now**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 3405 For Freedom's Sake: The Civil Rights Movement in America**

This course provides an introduction to the period of struggle in American history known as the Civil Rights Movement. Our primary task is to survey the major historical figures, organizations, locations, strategies and ideas that coalesce to make the history of the movement. The course broadly covers the years of the Black Freedom Struggle between 1945 and 1971, with a sharper focus on the pivotal years of 1954-1965. By placing the movement within a broader context, the course seeks to identify the historical developments and social realities that made the movement necessary and possible. The class also looks at the years following the movement, and the general transition from Civil Rights to Black Power.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 343 Capitalism, Exchange and Inequality in Africa**

This course explores issues of power and inequality related to exchange and the emergence of market economies in Africa.

Case studies include examinations of cattle and bride wealth among pastoralists in Sudan, welfare policies in contemporary South Africa, and sex work in West Africa. In each of these cases there is a complex balance between the value placed on maintaining social relationships and accumulating private property. We investigate the implications of this balance for the production of local and international forms of inequality. The course also introduces students to key ideas in economic anthropology such as the formalist-substantivist debate, rational choice theory and neo-Marxist approaches to power and stratification. By the end of the course, students should be able to critically assess the value of these theories in understanding day-to-day economic activities in Africa. This class is a discussion-based seminar and in-class participation is highly encouraged. Students are graded on a series of analytical essays, a final paper and in-class participation.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 3430 West African Music and Dance in Context**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Same as L29 Dance 343

Credit 2 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L90 AFAS 3447 Visualizing Blackness: Histories of the African Diaspora Through Film**

The African diaspora and, more importantly, variations of blackness, black bodies, and black culture have long captured the imagination of audiences across the globe. Taking a cue from exciting trends in popular culture, this course bridges the world of history, film and culture to explore where and how historical themes specific to African-descended peoples are generated on screen (film and television). Fusing the film world with digital media (i.e., online series and "webisodes") this class allows students to critically engage diasporic narratives of blackness that emerge in popular and independent films not only from the United States but other important locales including Australia, Brazil, Britain and Canada. Moving across time and space, class discussions center on an array of fascinating yet critical themes including racial/ethnic stereotyping, gender, violence, sexuality, spirituality/conjuring and education. Students should be either of junior- or senior-level and have taken at least one AFAS course. Permission of the instructor is required for enrollment.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 3525 Topics in Literature: The Black Athlete in American Literature: From Frederick Douglass to LeBron James**

Same as L98 AMCS 3525

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 352A The Black Athlete in American Literature**

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime

slave games in his Narrative. This course will examine literary depictions of black athletes — in novels, memoirs, essays and poems — in order to better understand the cultural significance of sportsmen and women in the African-American struggle for equality, from abolitionism to the "Black Lives Matter" movement. We will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into our readings, especially as students incorporate secondary sources into their own research.

Same as L98 AMCS 352A

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L90 AFAS 3531 Selected English and American Writers**

Same as L14 E Lit 3531

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L90 AFAS 3542 The Quest for Racial Reconciliation**

This course is based within African and African-American studies, and it explores the quest for racial reconciliation, with emphasis equally divided between the United States and racial strife in other parts of the world. Although racial considerations are inherent to central themes within this course, we explore various sources of linguistic, cultural, social, political, racial and ethnic foundations of strife at different points in history, and in different regions of the world. Particular attention is devoted to nonpartisan strategies to advance racial harmony within the United States, and other regions of the world that are of personal interest to students.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L90 AFAS 3582 Race, Class, and Writing in the United States and the Caribbean, 1900-1950**

Study of the differences in literary tradition arising from the divergent social, racial, and educational milieux of the United States and the West Indies.

Same as L14 E Lit 3582

Credit 3 units. A&S: TH, SD BU: BA, HUM

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**L90 AFAS 359 (Re)Writing Slavery**

This special topics course considers black-authored texts ranging from the 18th to the 21st century to examine the ways slavery has been discussed in American literature and culture. We pay attention to the role of slavery in creating the African diaspora, the contribution of slave narratives to the Abolitionist movement, and how the structures of American slavery did not disappear after the Civil War. We look at the ways Civil Rights-era and contemporary African-American writers such as Margaret Walker, Toni Morrison, and Charles Johnson have appropriated the slave narrative to engage and critique present day concerns. Their works are read against 19th-century slave narratives by ex-slaves such as Frederick Douglass and Harriet Jacobs. In addition to the texts, students are asked to consider how slavery and its aftereffects have been portrayed in film and other forms of media.

Credit 3 units. Art: HUM BU: BA

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**L90 AFAS 355M Hands on the Past: History, Murder and the Archive**

The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on- and offline. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African-American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued through in-class discussions and course assigned readings, but especially by taking a spring break research project trip across Missouri to various local repositories and the state archives, to activate and fuel the idea of putting hands on the past.

Same as L22 History 35SM

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 3600 Beyond Sea, Sunshine and Soca: Blacks in the Caribbean**

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course will focus on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Same as L22 History 3600

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L90 AFAS 3601 Beyond Sea, Sunshine and Soca: A History of the Caribbean**

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course focuses on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references are made to other areas such as Cuba and Haiti. Additionally, the Caribbean is considered in a multilayered way with a view to investigating the local (actors within national boundaries), the regional (historical events that have rendered the region a unit of analysis) and the global (larger globalizing forces such as capitalism, colonialism, migration and slavery that have made the Caribbean central to world history).

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L90 AFAS 360A Religion and the Modern Civil Rights Movement, 1954-1968**

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century. Same as L57 RelPol 360

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L90 AFAS 363 Mapping the World of "Black Criminality"**

Ideas concerning the evolution of violence, crime and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality, examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. Prerequisite: AFAS 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which is determined based on a student's past experience in courses that explore factors of race and identity. Enrollment limit: 20.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 3651 Black Women Writers**

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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**L90 AFAS 3652 The New Republic: The United States, 1776-1850**

"Go get yourself some democracy!" Americans have so often preached to other nations. But just how did Americans themselves go about creating the world's largest and most successful democratic republic? And how democratic was this

violent new nation that reeled from one crisis to another, and ultimately to the brink of collapse in its first 75 years? This survey of American history from the creation of the Republic to the eve of the Civil War explores the Revolution and its ambiguous legacies, the starkly paradoxical "marriage" of slavery and freedom, and the creation of much of the America that we know; mass political parties; a powerful Presidency; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; heteronormative patriarchal family life; technological innovation; literary experimentation; distinctively American legal, scientific and religious cultures; and the modern movements of labor, feminism, and African-American empowerment.

Same as L22 History 365

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS

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**L90 AFAS 3662 Experts, Administrators and Soldiers: Governance and Development in Post-Colonial Africa**

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world. Same as L22 History 3662

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L90 AFAS 3670 The Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L90 AFAS 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps

into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, we examine the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus extends toward the underpinnings of race and gender in the medical treatment allocated across time and space — the U.S., Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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#### **L90 AFAS 370 Youth, Generation and Age in Africa**

It is estimated that children and youth constitute more than 60 percent of the population in Africa. In a context of economic decline associated with neoliberal policies of structural adjustment, many of these young people will face extreme difficulty in finding work, supporting families, and taking on the social responsibilities of adults. In recent years, disaffected African youth have been increasingly blamed for political and social instability. This course examines the condition of youth in contemporary Africa. The course begins with classic anthropological texts on generation, youth, and the life cycle in Africa. Readings address the implications of colonialism, education, wage labor, and urbanization for relations between generations. The second half of the course examines recent research concerning the position of African youth in a context of economic and cultural globalization.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### **L90 AFAS 3766 Women, Men, and Gender in African Societies Since 1800**

This seminar explores the ways in which gender relations have been produced, reproduced and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th-century jihads in West Africa to problems of love, sexuality and marriage in contemporary South Africa.

Same as L22 History 38A8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: BA EN: H

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#### **L90 AFAS 3800 Black Cinema: An Introduction**

This course introduces students to the films and filmmaking practices from West Africa, South Africa, and Black Britain. Central to the pedagogical goals of this class is to introduce students to the diverse societies, cultures, and perspective of people from Africa and the diaspora through cinema. Students will immerse themselves in the types of social critiques the films engage in as they tackle topics such as gender politics, race, polygamy, migration, corruption, human rights, homosexuality, economic crisis, apartheid, and Westernization. Through critical analysis of films, academic readings, and participating in the annual African Film Festival hosted at Washington University this course will fulfill the requirements set out above. Even though four weeks of the course focuses on Black British Cinema and the social, political, and economic condition of black British

citizens, students will engage with the complexities of the African diaspora experience, particularly in relationship to migration, diaspora, race relations, and gender and sexuality. Given that the course as a whole focuses on filmmaking practices, aesthetics and the politics of African and African diasporic cinemas, students will definitely be exposed to a totally different world experience and the diversity of people, cultures, and aesthetics in Africa and the diaspora. Students in this class will also be required to actively participate in the annual African Film Festival hosted by Washington University and will have the unique opportunity to interact with visiting filmmakers. Required screenings.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### **L90 AFAS 3838 African-American Poetry From 1950-Present**

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We focus in particular on the pressures of expectation — in terms of such identity markers as race, gender and sexuality — and how those pressures uniquely and increasingly affect African-American poetry today.

Credit 3 units. A&S: TH Arch: HUM Art: HUM BU: HUM

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#### **L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance**

Same as L14 E Lit 387

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM

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#### **L90 AFAS 3880 Terror and Violence in the Black Atlantic**

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing that these practices are commonly found in other parts of the Black Atlantic, students are encouraged to take a comparative view to better tease out the wider strands of violence operative in places like England, the Caribbean and Latin America. Within this course, we explore the varied ways in which music, films, newspapers and historical narratives shed light on these often life-altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery, lynching, sexual violence, race riots, police brutality, motherhood, black power and community activism.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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#### **L90 AFAS 388C African-American Literature: African-American Writers Since the Harlem Renaissance**

African-American literature in the 20th century moves from a renaissance into an institution. Guggenheim, Pulitzer and Nobel prize winners; Communist and Conservative Party sympathizers; Black Power advocates, inaugural poets, Broadway playwrights, Book-of-the-Month Club novelists, along with writers whose allusive and elliptical pages may never win them legions of fans, are among the many whose works we discover together. Written assignments may include two papers and two exams.

Prerequisites: none, but related classes such as E Lit 215

and/or AFAS 208 are suggested. Satisfies the American literature requirement in English, and/or one 300-level elective requirement in AFAS.

Credit 3 units. A&S: TH, SD Arch: HUM Art: HUM EN: H

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**L90 AFAS 392 Blacks, Latinos and Afro-Latinos:  
Constructing Difference and Identity: Writing-Intensive  
Seminar**

Dominant discourses on Black-Latino relations focus on job competition, while a few others celebrate the future of an America led by "people of color." What is at stake in these narratives? How did we come to understand what is "black" and "Latino?" Students taking this course examine the history of African Americans' and Latinos' racialization under British, Spanish, and American empires, paying attention to both the construction of the racial "Other" by European elites, the re-claiming of identities by the racially marginalized through the Black and Brown liberation movements of the 1960s and 1970s, and the movements' impacts on black-Latino electoral and grassroots coalitions, mass incarceration of youth, and Afro-diasporic productions of hip-hop.

Same as L22 History 39SL

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: BA EN: H

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**L90 AFAS 393 Topics in Women and Gender Studies**

Topic varies. Consult semester course listings for current offering.

Same as L77 WGSS 383

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L90 AFAS 400 Independent Study**

Permission of the director of the African and African-American Studies Program and an African-American Studies instructor required *prior* to registering.

Credit variable, maximum 6 units.

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**L90 AFAS 4001 Interrogating Health, Race and Inequalities:  
Public Health, Medical Anthropology and History**

Interrogating Health, Race and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings draw from the fields of public health, anthropology, history and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities are supplemented with field trips and field-based projects. By the end of the course, students are expected to have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.

Same as I50 InterD 4001

Credit 3 units.

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**L90 AFAS 4002 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain and South Africa. The course draws on quantitative, qualitative and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L90 AFAS 4005 Video Microanalysis: Methods and Tools**

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events, and nonverbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Same as L12 Educ 4033

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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**L90 AFAS 4006 Internship in Interrogating Health, Race and Inequalities**

Internship in Interrogating Health, Race and Inequalities is intended for advanced undergraduates who are enrolled in the course Anthro 4003 and who have previous course work in (medical) anthropology, public health, urban policy, or African and African-American Studies. The internship experience is designed to facilitate students' familiarity with research and evaluation strategies that *both* address structural factors shaping health outcomes and are sensitive to community needs and sociocultural contexts. The internship experience contributes to students' in-class understanding of the ways that race as a historically produced social interacts with other axes of diversity and social determinants to produce particular health outcomes. Prerequisite: permission from the instructor. Corequisite: Anthro 4003.

Same as I50 InterD 4002

Credit 1 unit.

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**L90 AFAS 401 Senior Seminar**

This capstone seminar is required for students who are majoring in African and African-American Studies.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L90 AFAS 403 Advanced Swahili**

This course aims to help students gain skills in reading and appreciating selected readings in Swahili literature. Although the course primarily focuses on plays, novels and poetry, students also are introduced to Swahili songs, comic books and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prerequisites: permission of instructor and successful completion of AFAS 103D, 104D, 203D and 204D or equivalent experience. Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM

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**L90 AFAS 4031 Advanced Readings in Swahili Literature**

Course designed with instructor. Permission of instructor required. Credit 3 units. A&S: TH A&S IQ: LCD, LS Arch: HUM Art: HUM

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**L90 AFAS 4041 Beginning Graduate-Level Swahili**

A beginning language course for graduate students emphasizing acquisition of reading, writing and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Credit 3 units. A&S: LA A&S IQ: LCD, LS EN: H

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**L90 AFAS 4042 Beginning Graduate-Level Swahili II**

Second-semester graduate-level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary-level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers and government educational material. Prerequisite: AFAS 4041. Credit 3 units. A&S: LA A&S IQ: LCD, LS EN: H

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**L90 AFAS 4043 Intermediate Graduate-Level Swahili III**

Enhanced acquisition of language fundamentals acquired in first-year graduate-level Swahili through performance, reading and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers and poems. Prerequisite: AFAS 4041, 4042 or permission of instructor. Credit 3 units. A&S: LA A&S IQ: LCD, LS EN: H

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**L90 AFAS 406 Sexual Health and the City: A Community-Based Learning Course**

In this community-based learning course, students partner with a St. Louis AIDS service organization (ASO) or sexual health agency to explore how the interrelationships among gender, class, race/ethnicity and sexual identity shape sexual health decisions, outcomes and access to services. Students also examine the complex relationship between men's and women's life goals and constraints, on the one hand, and the public health management of sexual health, on the other. In collaboration with their community partner and its clients, students develop a project that addresses an identified need of the organization and the community it serves. Course readings draw from the fields of anthropology, public health, feminist studies and policy making. Prerequisite: PHealth 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics or permission from the instructor, which is determined based on past student's experience in the fields of medical anthropology or sexual/reproductive health.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC EN: S

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**L90 AFAS 409 Gender, Sexuality and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC EN: S

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**L90 AFAS 4102 Rastafari, Reggae, and Resistance**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L90 AFAS 4121 Rainbow Radicalisms!: Ethnic**

**Nationalism(s), the 1960s and the Politics of the New Left**

The Black Panther Party remains one of the most iconic groups of the 1960s and 1970s. Perhaps one of the most understudied aspects of the Panthers' legacy is their radical influence upon other American racial and ethnic groups, including Asian Americans, Mexican Americans, Puerto Ricans and American Indians, among others. This seminar considers the emergence of ethnic and racial nationalism among these various groups, as a result of their contact and relationship(s) with the Black Panther Party. Considering the politics of groups like the Red Guard, the Brown Berets, the Young Lords and the American Indian Movement, this course charts the rise and fall of rainbow radicalism as a general offspring of the Black Power Movement and part and parcel of what is commonly referred to as "the New Left." It also considers these groups in relation to the state by probing the dynamic push and pull between repression and democracy. Ultimately, this course grants insight into the contemporary racial domain and current political landscape of America as we discuss how these groups helped to shape modern identity formations, discourses on multiculturalism and definitions of "minority," "diversity" and "equality."

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L90 AFAS 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and over the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interaction between bio-medicine and alternative healing systems, and medical advances and hopes.

Same as L48 Anthro 4134  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC  
EN: S

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**L90 AFAS 417 Topics in African History: Middle Passages:  
African Americans and South Africa**

This upper-division seminar explores the fascinating transnational relationship between African Americans and black South Africans during the 20th century. These two populations became intimately familiar with each other as African-American missionaries, sailors, musicians, educators and adventurers regularly entered South Africa while black South African students, religious personnel, political figures, writers and entertainers found their way to America. This course details why these two populations gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid, and how these shared histories influence their relationship today. Readings for this course draw from key books, articles and primary documents within this exciting new field of intellectual inquiry.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM BU:  
BA

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**L90 AFAS 4213 Sufism and Islamic Brotherhoods in Africa**

Muslim societies are prevalent in Africa — from the Horn, the North, the East to the West, with smaller conclaves in Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values and practices in Africa. It reconsiders the academic constructions of "African Islam" by exploring education, intellectual life, economics, gender roles, social inequalities and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e., the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clan rivalries in Sudan). In addition, the course pays attention to hierarchy in particular tariqa. Finally, the course examines how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We explore these issues through readings, current media, lectures and special guest speakers.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L90 AFAS 421A From Mammy to the Welfare Queen:  
African-American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L90 AFAS 424B Broadcasting Equality: Radio, Television,  
and Social Change in Postwar America**

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African-American civil rights leaders often worked together to combat intolerance, bigotry and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *New World A-Coming*, *Amos 'n' Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Same as L53 Film 424

Credit 3 units. A&S IQ: HUM

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**L90 AFAS 4262 Politics of the Civil Rights Movement**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: L32 101B American Politics.

Same as L32 Pol Sci 426

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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**L90 AFAS 429 Topics in African-American Literature:  
Harlem Renaissance**

Same as L14 E Lit 4244

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L90 AFAS 433 Culture, Language and the Education of  
Black Students**

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Same as L12 Educ 4315

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L90 AFAS 434B Seminar in Black Social Sciences**

This seminar applies a deep reading to social science texts that examine the construction and experiences of black people in the United States from the point of view of black scholars. Readings include theoretical and empirical work. The seminar focuses on the influence of the disciplines of psychology, sociology and anthropology on the policy and social practices that characterize dominant North American institutions. Advanced class level strongly advised.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art:  
SSC BU: BA

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**L90 AFAS 435 Slavery and American Literary Imagination**

Same as L14 E Lit 4232

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L90 AFAS 438 Islam, Transnationalism and the African Diaspora**

This course is designed for students who are interested in religion among African immigrants and African diaspora communities living mostly, but not exclusively, in Europe and North America, especially during waves of migration to the Americas. We begin in the days of the transatlantic slave trade, where we examine how interactions, bricolage, and influences of Christianity, Judaism, African indigenous religions, and Islam have impacted the African diaspora living in the Americas. We equally examine how Islam served as a means of resistance to slavery and provided a spiritual connection with the motherland.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L90 AFAS 441 Black Sexual Politics**

Borrowing from Patricia Hill Collins' perspective in *Black Sexual Politics*, this seminar examines the historic and popular understandings of black sexuality and how they maintain color line, as well as threaten to spread what Hill Collins refers to as a "new brand of racism." Particularly, this course engages questions about sexuality that have only begun to be discussed with African-American Studies and the larger public sphere. Taking the intersections of identities very seriously, this course interrogates the ways in which these constructions have affected black women, while also being attentive to how "others" are implicated within discourses of black sexuality. Similarly, we will also engage the various distortions of black men — depictions of the black and masculine as almost always violent, sexually and socially irresponsible, brutish, questionable and unfaithful. Together we will use various critical texts and media to better understand the impact and the importance of visual and material images in the interplay of race, sex and politics in contemporary America.

Same as L77 WGSS 436

Credit 3 units. A&S IQ: SSC, SD EN: S

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**L90 AFAS 4433 Who's Afraid of Post-Blackness?: The Spectrum and Specter of Blackness in Post-Racial America**

In 2001, Thelma Golden, the director and chief curator of the Studio Museum in Harlem, boldly claimed that a new generation of African Diasporic artists had officially heralded a new day in "post-Black art." Six years later a young presidential candidate, born of a white mother from Kansas and a Kenyan father, motivated a black writer for *Time* magazine to ask, "Is Obama Black enough?" Since 2001, and in the wake of America's first black president, both public and scholarly discourse on Blackness has virtually exploded. New terms and ideas about the "end of Blackness" — as conservative Debra Dickerson put it — seem to enter the popular and scholarly lexicon every day. It is now quite common to hear the phrases "disintegration," "post-racial," "biracial," "post-Blackness," and even "the end of Black politics." This course explores this expanding discourse and attempt to pinpoint what scholars, pundits and cultural critics mean when they employ these terms. It also unpacks the socio-historical context that has given birth to these terms, asking "Why now?" Has the social and political landscape of

America changed so much that we are indeed living in a "post-racial society"? Or does the specter of "Blackness" still loom large, haunting American politics, popular culture, sexuality, media discourse, punitive measures, political economy and our understanding of "Africa" in "African-American" and "African diaspora"? Through the use of fictional texts, history, cultural essays and films this course explores the intraracial spectrum that characterizes Black America, while paying particular attention to issues of class, sexuality, ethnicity, ancestry, diaspora formation and global migration.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L90 AFAS 448 Race Politics in 19th- and 20th-Century America**

This course explores the efforts of black Americans to use the political processes to claim civil rights and economic improvements in the 19th and 20th centuries. It tracks the aims, ideals and organizing strategies of African-American leaders and of grass-roots organizers. Readings and research highlight the ways African Americans debated agendas, fought over strategies and worked to mobilize voters. We study the ways various groups of people — in rural and urban America — argued over priorities, set agendas for their communities, produced a political language, came together with neighbors to fight for civil rights and economic necessities, and, in short, established a dynamic and conflicted political culture.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L90 AFAS 4483 Race and Politics**

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we will examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We will also examine the way that race and racism influence public opinion.

Same as L32 Pol Sci 4241

Credit 3 units. A&S: SS

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**L90 AFAS 4489 Black Political Thought**

Newscasters, pundits, pollsters, analysts and even politicians often think of African Americans as a monolithic population, held together by a uniform set of beliefs that run steady across the entire community. However, this simply is not the case. When it comes to politics and political thought, African Americans, and those who make up the black population in the United States, exhibit a broad range of intra-racial diversity. Manifested along the fault lines of class, gender, age, ideology, and a number of other factors, the complexity of black political thought is built upon the structure of both African-American communities and the larger American political landscape. This course will explore the contours of black political thought in the United States, while paying close attention to various ideologies, pivotal historical moments and major debates shaping the course of African-American political life.

Credit 3 units. Arch: NSM

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**L90 AFAS 4511 Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education I**

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race,

ethnicity, class, gender and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 4512 Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education II**

This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally responsive and humane research projects and programs. Secondary English education majors are required to take fall semester during the year in which student teaching is done. Prerequisites: AFAS/ Educ 4511 and/or permission of the instructor.

Same as L12 Educ 4512

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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**L90 AFAS 4601 Topics in African-American Studies: Health in the Black Community: A Social Science Perspective**

Health matters for every facet of social life. In this course, we use a critical sociological perspective to explore the dynamic nature of health and health care experiences among blacks in the United States. We draw upon core concepts in Sociology, the Sociology of Health, Illness, and Care as well as Critical Race Theory and Social Epidemiology to guide our discussions throughout the semester. Using contemporary, real-world examples, we examine the causes and consequences of racial health disparities that too often situate blacks in positions of disadvantage. We use the work of scholars such as Patricia Hill Collins, David Williams, and Dorothy Roberts to explore topics ranging from racism in the health care system to the black immigrant health advantage to health and hip-hop. We consider how poor health and health care outcomes among blacks in the United States matter on a global scale. Throughout the course, we consider practical policy and programmatic interventions that can be implemented to eliminate poor health in black communities.

Credit 3 units. A&S: SS, SD A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 4608 Education of Black Children and Youth in the United States**

This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit and Foster. The social, political and historical contexts of education, as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.

Same as L12 Educ 4608

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM EN: H

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**L90 AFAS 461B Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology

and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L90 AFAS 4755 Queering Sexual Cultures in Africa and the Diaspora**

This course examines gender and sexuality in contemporary Africa and the diaspora. We will focus specifically on queerness as a category of analysis and will examine queer identities, practices, communities and cultures in Africa and the African diaspora. In recent years, many African countries have adopted harsh anti-homosexuality laws and much of the political and popular discourse frames expressions of same-sex desire as "un-African." However, there is a long history of non-normative sexualities in Africa, challenging the manner in which the continent is constructed as heterosexual by both local and global forces. Similarly, black communities across the African diaspora have relied on the regulation of gender and sexuality to demarcate the boundaries of blackness, and have traditionally sought belongingness to the nation through compulsory heterosexuality. Many scholars, artists and activists in the African diaspora continue to critique parochial definitions of Africanness and Blackness that rely on the exclusion of queer subjects. By drawing on historical, theoretical and visual texts, we will examine the debates concerning sexuality, citizenship and human rights on the African continent and the diaspora as well as their relationship to global issues around sexual citizenship and human rights. By focusing on the lived experiences of LGBTQ subjects in the African diaspora, we will interrogate the contested relationship between sexuality and politics. This reading-intensive, interdisciplinary course will familiarize students with the debates and issues of Queer African Studies, Black Queer Studies, and Black and African Feminist Thought.

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

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**L90 AFAS 4851 Prisons, Politics and Activism**

Prison reformers argue that de-criminalizing nonviolent offenses will be enough to reduce mass incarceration, while prison abolitionists argue that we need to dismantle the entire carceral state in the U.S., which is maintained by a racially stratified system of public schooling, housing, employment and health care. What is at stake in these debates? Are we seeking to promote basic humanity, racial and gender equality or utopian visions of rehabilitation? This course seeks to historically contextualize prison reform and abolitionism from the 13th Amendment's re-articulation of slavery to current resistance to mass incarceration. Special attention will be paid to the intersections between the prisoner's rights movement and the Black & Brown Power, feminist, queer and disability movements. Same as L22 History 4851

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L90 AFAS 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean**

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and postcolonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was postcolonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Same as L22 History 4881

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L90 AFAS 4930 Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of black chattel slavery in America, from origins to emancipation. The course foregrounds the struggles over power, life and death, that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor, reproduction, law, property and dispossession, racial and gender domination, sexual abuse and usurpation, psychological terror and interdependency, containment and marooning, selfhood and nationality, agency, revolutionary liberation and millennial redemption.

Same as L22 History 49SA

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L90 AFAS 4973 Advanced Seminar: Gender, Race and Class in South Africa, 1880-present**

By focusing on the complex historical dynamics of race, gender and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid, and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a non-racial, non-sexist democracy in a unified South Africa.

Same as L22 History 4979

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L90 AFAS 4977 Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya**

This seminar challenges the popular western view that the African continent is a single place and that Africans are homogenous or inherently tribal. Focusing on the lived experiences of imperial rule, the struggle for independence, and the process of nation building, it explores the development of an African country. The seminar focuses on how common men, women and adolescents wrestled with the problem of turning a

colony into the modern Kenyan nation. Admission to the seminar requires permission of the instructor and at least one previous upper-level course in African history.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM EN: H

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**L90 AFAS 498 Fieldwork in African-American Studies**

A fieldwork project carried out under the direction of an instructor in the African and African-American Studies program. Prerequisites: permission of instructor and the director of African and African-American Studies prior to enrollment. Contact program office for forms.

Credit variable, maximum 6 units. A&S: SS EN: S

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**L90 AFAS 4984 The Problem of Freedom: The Age of Democratic Revolutions in the Americas, 1760-1888**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Same as L22 History 4984

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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**L90 AFAS 499 Independent Work for Senior Honors: Research**

Prerequisite: permission of director and appropriate grade point average. Application forms available in program office.

Credit 3 units.

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**L90 AFAS 4991 Independent Work for Senior Honors: Thesis**

Prerequisite: satisfactory standing as a candidate for senior honors and permission of the director of the African and African-American Studies program.

Credit 3 units.

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**L90 AFAS 49TP Advanced Seminar: Whose Nairobi?:**

**Opportunity and Inequality in a 20th-Century African City**

Visitors to East Africa often hear the cautionary refrain, "Nairobi is not Kenya." But over the past century, Kenya's largest city has meant distinctly different things to distinctly different people. Starting as a simple railway camp in the late 19th century, and shaped by decades of colonial racial and ethnic segregation, it has grown into a global "mega-city," where Kenyans from every background and every corner of the country interact with an equally diverse cast of foreigners. Focusing on the realities of the day-to-day, this research seminar deploys a wide variety of historical evidence to better understand how ordinary people experienced, and were shaped by, Nairobi during the long

and turbulent 20th century. This seminar's centerpiece is an extensive and original research paper that offers students the opportunity to work a wide variety of primary sources including archives, city planning reports, maps, images of the built environment, music, material culture, memoirs and narrative fiction.

Same as L22 History 49TP

Credit 3 units. A&S: CD A&S IQ: LCD EN: H

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## American Culture Studies

American Culture Studies (AMCS) is a multidisciplinary program that provides both a broader context for study in different fields and a deeper understanding of American culture in all of its complexities. AMCS students explore culture-related topics and issues that demand multiple perspectives and methodologies. They also consider the mutual relevance of various disciplines to any single object of study in American culture — a place, an event, a work of art, a political institution and so on — while developing the knowledge and skills necessary to study a wide array of cultural objects.

The program offers a major and a minor, coordinating offerings across the disciplines so that students from any field or school can explore an array of ideas and approaches as they complete their course work. Pairing the major with a second major in a complementary discipline is an enriching model of cultural study, and AMCS will work closely with students to ensure that double-majoring works well.

The program offers especially attentive advising, helping students to have a cohesive experience and to pursue their specific interests within a diverse curriculum.

**Contact:** Máire Murphy, Academic Coordinator  
**Phone:** 314-935-7262  
**Email:** maire.murphy@wustl.edu  
**Website:** <http://amcs.wustl.edu>

## Faculty

The American Culture Studies program is enriched by its diverse community of faculty, lecturers, students and staff. Please visit our AMCS Directory page (<http://amcs.wustl.edu/directory>) for a description and list of our teaching and affiliated faculty and other important members of our community.

## Majors

### The Major in American Culture Studies

**Total units required:** 30 credits, 24 of which must be 300-level or above. In addition to completing the required units, students are expected to take three courses (9 credits) with heavy methodological content (refer to "Disciplinary Foundations Course Work" below).

Visit our Course Listings webpage (<http://amcs.wustl.edu/listing.php>) for a complete list of courses, by semester, that count toward the AMCS major. For more information about the major, including past examples of projects, leadership opportunities, and an FAQ, please visit our AMCS undergraduate webpage (<http://amcs.wustl.edu/academics/undergraduate.php>).

#### Requirements:

- **Introductory Course** (3 credits) as designated by American Culture Studies, which recently have included AMCS 220 Topics in American Culture Studies: Introduction to American Culture Studies, AMCS 206 "Reading" Culture, and AMCS 202 The Immigrant Experience. Visit our Course Listings webpage (<http://amcs.wustl.edu/listing.php>) for additional offerings by semester.
- AMCS 375A American Culture: Methods & Visions (3 credits)
- **Fieldwork Experience** (3 credits) (FW): Enrollment in an approved fieldwork course such as AMCS 479: On Location: Exploring America (<http://amcs.wustl.edu/academics/onlocation.php>) or completion of a field-based independent project under the guidance of AMCS faculty (in most cases under the course number L98 AMCS 298 Directed Fieldwork in American Culture Studies).
- **General Americanist Course Work** (18 credits): Six courses taken in the following groupings:
  - **Prime Concentration Area Course Work** (9 credits): Three courses in a single concentration. At least two of these courses must be at the 300-level or higher. Refer to the list below of established Concentration Areas.
  - **Distribution Course Work —or— a Second Concentration Area** (9 credits): Courses taken in three different disciplines or fields ("Distribution") **or** three courses in a second concentration area. At least two of these courses must be at the 300-level or higher.
- **Senior Capstone Project** (3 credits): A multidisciplinary project culminating the course work and past fieldwork study. Proposed during the spring of the junior year, this 3-credit project is granted academic credit through either AMCS 4011 Capstone Workshop in the fall semester or through AMCS 4004/AMCS 4005 if the Senior Honors Thesis option is approved. In some cases, the capstone project may be fulfilled within the context of an approved, upper-level seminar course. For more information on the capstone project and proposal process, including important dates, please visit our website (<http://amcs.wustl.edu/academics/undergraduate.php?sec=curriculum&sub=capstone>).
- At least **two multidisciplinary (MD) courses**, taken as part of the above major requirements and designated by AMCS (this does not usually require additional course work). Students are encouraged to take MD courses that connect to the subjects or issues in their concentration area.

AMCS 375A and the course taken to fulfill FW may not also count toward the MD requirement.

**Disciplinary Foundations Course Work:** In addition to completing the above requirements, students are expected to take three courses (9 credits) with heavy methodological content and approved by the student's adviser/the program, at least two (2) of which must be in a single discipline and two (2) of which must be at the 300 level or higher. A suitable second program of study may be used to fulfill this expectation.

## Additional Information

### Established Concentration Areas

These areas reflect areas of longstanding student interest. Majors are welcome to propose new concentrations or to tailor an established one to suit their interests. AMCS currently has nine established Concentration Areas:

- 20th-Century America
- Early America
- The Construction of Race and Ethnicity in American Life
- Policy-Making in American Society
- Popular Culture
- A Sense of Place: Community, Region & Landscape
- Social Thought and Social Problems
- Visual, Material and Digital Cultures in the United States
- War and Peace

AMCS gives majors considerable freedom in defining their course of study, allowing them to learn how cultural study is done in multiple fields and periods even as they define concentration areas in ways that suit their specific interests. Pairing the AMCS major with a second major in a complementary discipline is an especially enriching model of cultural study, and AMCS will work closely with students to ensure that double-majoring works well.

**Study Abroad:** Majors intending to study abroad should consult with the AMCS Study Abroad Advisor well in advance to plan a course of study and discuss its impact on their work in the major (including their fieldwork and capstone projects). For further information, please visit the Frequently Asked Questions (<http://amcs.wustl.edu/academics/undergraduate.php?sec=faq>) on our undergraduate page or review the AMCS approved programs on the Study Abroad webpage (<https://overseas.wustl.edu/study-abroad>), searching for "American Culture Studies" as the approved department under the "Search for a Program" option.

**Senior Honors:** Writing an AMCS honors thesis is one way to fulfill the Capstone Project requirement. It allows students to complete an extended study of a cultural topic with the input of faculty from more than one discipline, and it provides both a support system and an audience of peers for that study. For more information on the honors thesis and capstone project process, including important dates and criteria, please visit

our Senior Honors Thesis webpage (<http://amcs.wustl.edu/academics/undergraduate.php?sec=curriculum&sub=thesis>).

## Minors

### The Minor in American Culture Studies

**Units required:** 15 credits, at least 9 of which must be 300-level or above.

#### Requirements:

- **Introductory Course** (3 credits): Courses designated as such by American Culture Studies have recently included AMCS 220 Topics in American Culture Studies: Introduction to American Culture Studies, AMCS 206 "Reading" Culture, and AMCS 202 The Immigrant Experience. Visit our Course Listings webpage (<http://amcs.wustl.edu/listing.php>) for the full listing by semester.
- **Distribution Course Work** (9 credits): At least three courses on American subjects (two of which must be upper-level) either in a single established Concentration Area (<http://amcs.wustl.edu/academics/undergraduate.php?sec=curriculum&sub=concentrations>) (refer to the list of established concentrations below, or students may propose their own) — **or** — in three distinct disciplines outside the student's major.
- One additional AMCS course (3 credits)
- At least **two multidisciplinary (MD) courses**, taken as part of the above minor courses and designated by AMCS. Minors who opt to do a concentration are encouraged to take at least one MD course that connects to the subjects or issues in the chosen concentration area. AMCS 375A American Culture: Methods & Visions (a junior-level methods seminar) also is encouraged and may count as an MD course. Visit our Course Listings webpage (<http://amcs.wustl.edu/listing.php>) for a complete list of general and MD courses that count toward the AMCS major.
- Only one of the courses taken to complete the minor requirements may be home-based in the same discipline as the student's major(s) (effective for the Class of 2019 and beyond).

## Additional Information

### Established Concentration Areas

These reflect areas of longstanding student interest. Minors are welcome to propose new concentrations or to tailor an established one to suit their interests. AMCS currently has nine established Concentration Areas:

- 20th-Century America
- Early America
- The Construction of Race and Ethnicity in American Life
- Policy-Making in American Society

- Popular Culture
- A Sense of Place: Community, Region & Landscape
- Social Thought and Social Problems
- Visual, Material and Digital Cultures in the United States
- War and Peace

Visit our undergraduate webpage (<http://amcs.wustl.edu/academics/undergraduate.php>) for more information about the minor requirements and concentration areas, as well as other resources and announcements for AMCS students.

## Courses

Visit online course listings to view semester offerings for L98 AMCS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L98&crslvl=1.4>).

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### L98 AMCS 1012 Introduction to Urban Studies

This course provides a survey of the field of Urban Studies, utilizing the city of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course will briefly revisit the experiences of previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social, political and economic dilemmas which many urban dwellers in St. Louis now face. The course will reveal to students the intricacies of social welfare issues and policies among high density populations, in St. Louis, that are homogeneous and heterogeneous, at the same time. Visits and discussions with various governmental and nongovernmental agencies, and how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students will also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of Urban Studies for those who may be interested in pursuing a stand alone major in the field of Urban Studies.

Same as L18 URST 101

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L98 AMCS 101B American Politics

This course provides an overview of the politics of the American system of government. Among the topics to be covered are the historical developments of American politics, federalism, political participation (voting, interest groups, parties), institutions (congress, the courts, the president), and public opinion. A theme underlying our examination of these and other topics is the fact that political actors are purposive in their strategic pursuit of various objectives. We explore the many ways in

which this aspect of political behavior impacts institutions and the interactions between political actors throughout the American political system.

Same as L32 Pol Sci 101B

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA UColl: PSA

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### L98 AMCS 105 History of Jazz

History of jazz to the present, including its African elements.

Same as L27 Music 105

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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### L98 AMCS 109 Ragtime

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Same as L27 Music 109

Credit 2 units. A&S: LA A&S IQ: HUM BU: HUM

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### L98 AMCS 111 Freshman Seminar: Race and Ethnicity on American Television

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course charts changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screenings.

Same as L53 Film 110

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

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### L98 AMCS 112 Freshman Seminar: Race and Ethnicity in American Cinema

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class looks at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multiculturalism as a central factor in the stories told and the telling of stories on the American screen. Students use film texts to develop a critical understanding of one of the most important issues in American history. Required screenings.

Same as L53 Film 112

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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### L98 AMCS 115 Freshman Seminar: The Presidency 101: From Washington to Obama

Is this your first presidential election? Or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American Presidency as a contemporary political institution with deep roots in American history. This freshman seminar introduces undergraduates to the presidency by considering the institution in its political and cultural contexts. Using the selection of a new president and the departure of Barack Obama as a point

of departure, this course will explore how the current president as well as the aspiring candidates of 2016 reveal broader trends in American political culture. In addition to introducing students to the study of the presidency, this course will also introduce students to diverse means of studying culture, with assignments that range from political speeches to policy documents to popular media.

Credit 3 units. A&S: SS BU: BA EN: S

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**L98 AMCS 116 Freshman Seminar: Cult TV: Critical Approaches to Fans and Fictions**

What do such disparate television series as *Dr. Who*, *Star Trek*, *The Avengers*, *Monty Python's Flying Circus*, *The X-Files*, *Buffy the Vampire Slayer*, *Xena: Warrior Princess* and *Sealab 2021* have in common? They all attract loyal audiences, stimulate "subcultural" sensibilities, lend themselves to "textual poaching," and thus qualify as examples of "Cult TV," a term that has become increasingly salient within critical studies of the medium. In this course we explore the subject of cult television from a variety of social, cultural and thematic perspectives, so that by the end of the semester students have gained a deeper understanding of its historical importance as a barometer of both popular and oppositional tastes. We examine how these and other examples of genre-based network and cable programming complicate distinctions between lowbrow and highbrow tastes while sustaining worldwide "interpretative communities" years after their original air dates. Students also examine the importance of syndication, home video technologies, ancillary markets, publishing and the internet in the construction of fan cultures. Required screenings.

Same as L53 Film 116

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 1162 Freshman Seminar: Bruce Springsteen's USA**

This course examines the career and work of Bruce Springsteen as songwriter, singer, rock musician, pop star, and public figure. Conducted in seminar format, the primary course materials are Springsteen's recordings and videos, as well as the many interviews he has given. Selections from the vast body of popular and academic scholarship on Springsteen also inform class discussions. The course is limited to freshmen.

Same as L27 Music 1162

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 1181 Freshman Seminar: Beats and Rhymes — Hip-Hop in American Culture**

On its surface, hip-hop is fundamentally about making music: a creative combination of beats, flow, samples and rhymes. And yet, beneath the surface lies so much more. Although hip-hop culture writ large (lyrics, fashion, dance and lifestyle) influences many on a global level, this class explores the meaning of hip-hop primarily from African-American informed social and political perspectives. In what ways does hip-hop intersect with American culture, specifically on the fields of race, ethnicity, class, gender and sexuality? Without a doubt, it does so in intriguing, contested and often problematic ways.

Same as L90 AFAS 1181

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 118A Geology of National Parks**

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Same as L19 EPSc 118A

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L98 AMCS 1201 Freshman Seminar: Race and Performance**

What does it mean to "act black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States, mostly in the 20th century. We examine novels (such as Nella Larsen's *Passing*), plays (such as Anna Deavere Smith's *Fires in the Mirror*), and performances of everyday life (such as "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Same as L15 Drama 120

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 1210 Freshman Seminar: Youth Culture and Visual Media**

Since the advent of cinema through the recent development of online social networking, visual media in the United States and around the world have been identified with a market of youthful consumers and producers. This course will look at the development of youth culture in the United States and its unique relationship to visual media, including film, television, comic books, video games, and the internet, in the 20th and 21st centuries. We will examine youth culture as a social phenomenon generated by the young, a means of representing the experience of being youthful, and as part of the ongoing debates over the effects of media on the young. As alternately mass culture, popular culture, counter culture, and participatory culture, youth culture holds a privileged place in the history of American visual media and continues to influence production and innovation within the media marketplace.

Same as L53 Film 121

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 130 The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power**

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Same as L48 Anthro 130

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM

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**L98 AMCS 135 Freshman Seminar - Chinatown: Migration, Identity, and Space**

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of five Chinatowns in the U.S. through the real-life stories of their residents. This is followed by an in-depth study of Chinese restaurants and food all over the world using texts, images and films that reveal how Chinese cuisine is inherited in and adapted to each local culture and society. The seminar culminates in a discussion of Chinese migration and settlement, the representations of identity, and the cultural and spatial constructions in particular historical and social contexts. The assignments include field trips to Chinese businesses, and a debate on whether or not Olive Boulevard constitutes a Chinatown in St. Louis.

Same as L97 IAS 135

Credit 3 units. A&S: CD A&S IQ: HUM, LCD Arch: HUM Art:

HUM BU: IS EN: H

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**L98 AMCS 152 Literature Seminars for Freshmen: The Voices of Our American Traditions**

Same as L14 E Lit 152

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 163 Freedom, Citizenship and the Making of American Culture from the Colonial Era to the Present**

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor.

Same as L22 History 163

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art:

HUM BU: HUM

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**L98 AMCS 172 Literature Seminar for Freshmen: Life Writing**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 172

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 2011 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.**

Overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States.

We begin by investigating how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? We then shift our attention to patterns of racial inequality in the U.S., investigating the intersection of economic, political, and racial stratification.

After analyzing national trends in racial stratification, we narrow the focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to

compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisites.

Same as L40 SOC 2010

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art:

SSC BU: BA EN: S

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**L98 AMCS 202 The Immigrant Experience**

This course explores the history and politics of immigrant groups in the 19th- and 20th-century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes. This course is a core requirement for the ethnic studies concentration in American Culture Studies.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:

SSC BU: ETH, HUM

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**L98 AMCS 2033 Introduction to Education: Contradictions and Controversies in School Choice**

This course is a broad look at the diverse issues surrounding education not only in the United States but around the world. Students examine schooling in areas such as the Pacific Rim, Middle East, Europe and America. We also take a look at educating when working with children with special needs. In addition, students explore some of the ideas and issues unique to the experience of teaching and learning in the U.S. Students work in small groups throughout the semester in projects designed to deepen their understanding of Education in the 21st Century. Throughout the semester, students participate in the Each One Teach One program as tutors. (This course is recommended for freshmen and sophomores only.)

Same as L12 Educ 203A

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA EN: S

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**L98 AMCS 2055 Forever War: American Literature and Culture from Vietnam to Afghanistan**

You have now lived more of your life since 9/11 than before it. How does your personal and generational experience help us to define and interact with such an impenetrable concept as war, let alone the "forever" war of contemporary memory? The term itself is relatively recent. Indeed, if you search "forever war" in the library catalog, you will get two hits: a 1974 sci-fi novel *The Forever War* written by veteran Joe Haldeman that fictionalizes his experiences with the endless futility of the Vietnam War (but in outer space); and a 2008 nonfiction book *The Forever War* by Pulitzer Prize-winning journalist Dexter Filkins that chronicles Iraq, Afghanistan, and the long history of the War on Terror.

In line with Haldeman's and Filkins' fatigue over modern war's interminability, this course studies the literature and culture of contemporary American war from Vietnam to Afghanistan. Because this is an introductory course to American Culture Studies, we pay particular attention to how our strategies for interpreting the culture of contemporary warfare connects with our understanding of contemporary culture more broadly.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L98 AMCS 206 "Reading" Culture**

Refer to section description.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:

BA EN: H

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**L98 AMCS 208B African-American Studies: An Introduction**

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archaeology, sociology, and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa but created in the Americas. Required for the major.

Same as L90 AFAS 208B

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 209B Scriptures and Cultural Traditions:  
America's Bible**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

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**L98 AMCS 2101 The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective**

This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic, and psychological dimensions of African-American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to American slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy, and the affirmative action debate that has consumed the nation. Students work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly webpage, or a project pertaining to the linguistic plight of citizens within this African diaspora). Students are introduced to foundational African-American studies in anthropology, education, English, linguistics and psychology.

Same as L90 AFAS 210

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 2152 The Theory and Practice of Justice: The American Historical Experience**

This introductory course uses historical case studies combined with readings in law, literature and philosophy to illuminate key episodes where definitions of justice were contested in 19th- and 20th-century America. Some of the conflicts to be

explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation"; 20th-century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and '70s; and recent debates over affirmative action and gay marriage. Attendance required.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM

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**L98 AMCS 2156 The Thrilling Story: Constructing the Civil Rights Movement**

Same as L90 AFAS 215C

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 215D Introduction to Comparative Practice I**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy, and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers, and/or exams.

Same as L16 Comp Lit 215C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L98 AMCS 220 Topics in American Culture Studies:  
Introduction to American Culture Studies**

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology and political science; at the same time, they learn key concepts within the field that inform their future work. These are presented in a semester-specific topic of focus; please refer to Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS majors and minors.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 220S Social Inquiry: An Introduction to Sociology**

Sociologists possess a secret knowledge that allows them to dissect subjects ranging from how class, race, gender and sexual orientation affect educational outcomes, family life and crime to apparently trivial issues such as why people cross-dress, are attracted to cults, or become pot smokers. Sociology illuminates the connection between private concerns and public issues. Inspired by this approach, the mission of this course is to first understand what is sociology — its methods and its theories, and then use this foundation to explore issues of class, inequality, race, gender, culture, power, social engagement and activism. Required readings consist of three(ish) articles or chapters per class. Grades are based on three in-class short-answer exams, three workshop and applied assignments, and enthusiastic participation.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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**L98 AMCS 225 Topics in American Culture Studies**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 2250 Freshman Seminar: African-American Women's History: Sexuality, Violence and the Love of Hip-Hop**

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women's history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of Black women. This course explores the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We examine African-American women as the perpetrators and the victims of violence, as the objects of sexual surveillance, as well as explore a range of contemporary debates concerning the intersections of race, class and gender, particularly within the evolving hip-hop movement. We take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.

Same as L90 AFAS 2250

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 225A Religion and Politics in American Society**

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. This course surveys the complex entanglements of religion and public life from the colonial era through the contemporary landscape. Topics covered include: religious liberty and toleration, secularization, the rise of African-American churches, the Civil War, national identity and the Protestant establishment, the religious politics of women's rights, religion and the presidency, the Cold War, the religious left and right, and debates over church-state separation.

Same as L57 RelPol 225

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 226 Sociological Approaches to American Health**

Exploration through the sociological lens of how health, illness, and health care delivery in the United States are influenced by the social structure in which they are embedded. With the backdrop of the ongoing crisis of health care in the United States and the controversy surrounding the Affordable Care Act, we focus on the intersection of diversity factors including such as race, social class, gender, sexuality that predict risks in navigating the health care system. Professionals representing a variety of health oriented settings and serving the needs of a diverse constituency will share their perspectives. No prerequisites.

Same as L40 SOC 2510

Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L98 AMCS 227 Topics in Native American Culture**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L98 AMCS 2280 Introduction to Aural Culture: Silence, Noise, Music**

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Same as L27 Music 228

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L98 AMCS 229 Topics in American Culture Studies**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 230 Topics in Urban America**

This course foregrounds the interpretive and analytical approaches used in the study of American cities. The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns and evolution. Employing multiple perspectives, we interpret urban space as a product of culture, explore the city's importance in shaping American society, and investigate the ongoing evolution of the built environment. This course lays the basis for interdisciplinary thinking and research in American culture studies. The topic varies by semester. Please refer to Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS students.

Credit 3 units. Arch: SSC Art: SSC BU: BA

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**L98 AMCS 2356 From St. Louis to Shanghai: Cities and Citizens in Global Urban History**

This course is designed to give students an introduction to key themes and scholarship in urban history. Readings and class discussions will examine how cities change over time, how urban spaces are continually built and rebuilt, and the way in which activists and government officials assert power. The course will span a large geographical and chronological scope. Special attention will be paid to St. Louis, in relation to urban spaces around the globe, especially Chinese, Brazilian and Indian cities, to reveal how an international framework forces us to rethink what we know about cities and what the concept of "urban" means.

Same as L22 History 2356

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L98 AMCS 236 Cultural History of the American Teenager**

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 60 years? In our consideration of teen culture, we take a multidisciplinary approach when tackling a variety of materials — including historical readings, literary fiction, Young

Adult fiction, comic books, popular films, and popular music — in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past 60 years. We begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and '60s. Our readings focus on the middle decades of the 20th century, when teen culture moved to the forefront of American life, but we end the semester by considering how teen life has recently been imagined in such novels as *The Hunger Games*. Our class also discusses a few films, such as *Rebel Without a Cause* and *American Graffiti*, which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we focus on the different methods that we can employ when attempting to interpret and analyze American culture.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 239 Performance and Culture

What are Lady Gaga & Beyonce doing? How do young men and women in poverty use performance for survival? Why do we create performance and for whom? In this class we apply the vocabulary and concepts of Performance Studies to social and theatrical worlds, understanding performance broadly: from popular culture to everyday life to theatre. To understand performance, we will look closely at ethnographies, plays and literature. Subjects span a range of topics: racial impersonation, drag/house balls, celebrity culture, reality television, black-Latino theatre, and slam poetry. Key course questions: How does performance inform everyday culture? How does culture inform popular culture and theatrical performance? This course takes seriously the "doing" and the "undoing" of things — as culture shifts, transforms, and adjusts as bodies engage in the art of performance.  
Same as L15 Drama 239  
Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 244 War, Rebellion and the Formation of American Identity, 1754-1865

This course surveys the United States' experiences with rebellion and organized armed conflict from the origins of the American Revolution until the Civil War. Though the class deals with war, its focus is not on military tactics or the outcome of battles - indeed several of the conflicts it considers were entirely bloodless. Rather, the course utilizes war and rebellion as a prism through which to view the ways in which Americans conceived of themselves. Students address a number of questions: How and why did people in North America conceive of themselves as distinct from Europeans? Did war lead to more inclusive or exclusive views of who was considered "American"? How did people of different backgrounds view violent conflict? Why did some wars become central to American myth and others largely forgotten? Did war and rebellion promote a newly formed nationalism or did they help lead to sectionalism and the Civil War? Readings consist of secondary materials from a range of disciplines and primary documents that include novels, speeches, newspaper articles, letters, memoirs, editorial cartoons, and paintings.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L98 AMCS 245 Images of Disability: Portrayal in Film and Literature

This course critically examines the portrayal of persons with disabilities in literature and film, exploring how those images either shape or mimic general public impressions. We discuss the implications of messages from the media on American responses to people with disabilities, as well as formulating strategies for promoting positive, inclusive messages. Perspectives from social science, health care, communications and other fields provide frameworks for analysis. Literature includes fiction, biography and autobiography in books, essays, drama, poetry and short stories. Selections from fictional, educational and documentary films are reviewed during the semester. We also investigate images in newspapers, magazines and advertising.  
Same as L43 GeSt 249  
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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#### L98 AMCS 246 Introduction to Film Studies

How do film images create meaning? What are the tools the film artist uses to create images? This course introduces students to basic techniques of film production and formal methodologies for analyzing film art. Students learn the essential components of film language — staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses — to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required screenings.  
Same as L53 Film 220  
Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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#### L98 AMCS 248 Latino/a Experiences in the United States

Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States, issues of ethnicity, gender, nation, class, sexuality and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we analyze and discuss the concept of order to understand the constructions and varied meanings of the term. There is a special emphasis placed on anthropological, historical and social science literatures of the Caribbean, Latin America and the United States as they pertain to deeper understandings of identity. Prerequisite: membership in the Annika Rodriguez Program.  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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#### L98 AMCS 250 Topics in Asian-American Studies

An introductory survey covering United States immigrant populations from throughout Eastern and Southern Asia.  
Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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#### L98 AMCS 251 Topics in AFAS: The Ebonics Controversy

This course examines the controversy regarding the status of Ebonics and its role in education. Ebonics is the term often used to describe the distinct speech of 85 percent of the African-American population. The controversy reached the national limelight in 1996 and 1997 due to a resolution by the Oakland (California) School Board, which identified Ebonics as a legitimate form of speech that should be respected. The arguments about Ebonics are multifaceted and highlight

significant linguistic as well as educational and political issues. There is the basic question of just what is Ebonics: Is it a separate language, a dialect, slang, bad grammar, broken English or really not a distinct entity? There are issues related to the term Ebonics as evidenced by the various names that academicians have used for the speech of African Americans, i.e., African-American (vernacular) English and African-American Language. Its origins and history also have been debated: Is it a variant of Southern English or are its origins traceable to the language systems of Africa? Further, there is a fundamental, practical question of how to approach the education of African-American children whose home speech is Ebonics: Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of Standard English, or should Ebonics be used as a vehicle for learning Standard English? This course examines these and other issues, such as the portrayal of Ebonics in the popular media as well as its use within African-American communities, through readings, films, small and large group discussions, writing assignments and lectures.

Same as L90 AFAS 251

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

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#### **L98 AMCS 252 Introduction to Latino/a Studies: Exploring Memory**

The course is an interdisciplinary introduction to Latino Studies, a discipline that studies the experiences and conditions of U.S. Latinos drawing from both the Social Sciences and Humanities. The course presents and analyzes works that include methodological strategies and analytical approaches to learning about U.S. Latinos. We analyze the social, political, and cultural forces that have affected the experiences of Latinos/as with particular attention to the ways in which historical, collective, family, and personal memories have shaped and continue to shape these experiences. We explore the intersections of history, place, and identity through a selection of works, including literary and media studies, in order to understand the principle questions and concerns in the major fields of interest to U.S. Latino Studies.

Same as L38 Span 252

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### **L98 AMCS 258 Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Same as L32 Pol Sci 258

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### **L98 AMCS 2590 Freshman Seminar: From the "City on a Hill" to 9/11: Religion and Social Justice in America**

From the Puritans' search to build the "city on a hill," to the growing conflation of Islam with terrorism, Americans have long nurtured a self-identity as "God's chosen people," an idea

that has helped them justify and normalize a theology of both conquest and suffering. This course will analyze how religion served to both buttress and contest notions of social domination, punishment, reform and revolution in the U.S. from the colonial era to the present. Topics will include the American Jeremiad, abolitionism, slave rebellions, Native American Catholicism, Fundamentalism, the Catholic Worker Movement, Pacifism, the Black Freedom Struggle, the Moral Majority, and Post-9/11 military and gender interventions with the Islamic world.

Same as L22 History 2590

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### **L98 AMCS 260 Topics in Health and Community**

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society program, and also open to other interested students.

Credit 1 unit. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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#### **L98 AMCS 2601 Game Theory in Science and Culture**

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and the humanities. In addition to covering the basic machinery of the theory, the class participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short essay exams and participation.

Same as L32 Pol Sci 260

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### **L98 AMCS 261 The Cultural Lives of Things: An Introduction to American Material Culture**

American culture is so often defined by its obsessive attachment to material things — the iPhones, coffee cups, favorite t-shirts and Harley-Davidson motorcycles that fill our everyday lives. This course will explore our contradictory relationship to such objects — the possessions that serve practical functions and give us a sense of identity, meaning and power, but just as often come to possess or control us. How do things take hold of us? What gives them potency, value, and cultural significance? What psychological, social, economic and political purposes do they serve? Do Americans have a distinct relationship (or a dysfunctional attachment) to their possessions? In answering such questions, we will consider objects of all kinds, from the mundane and utilitarian to the strange, rare and often-fetishized. We will explore their histories, their participation in regimes of commodification and power, their everyday and symbolic functions — in short, the twists and turns of their rich cultural lives. The course will introduce different strategies for interpreting objects as cultural evidence, drawing upon work in anthropology, art history, sociology, literature and museum studies, as well as theorists (Marx, Freud, Baudrillard and others) who have influenced modern conceptions of material life. Students should also look forward to some in-the-field analysis of

different historic, museum, and personal objects around St. Louis (field trips!).

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### **L98 AMCS 2651 Urban America**

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and considers urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Same as L22 History 2561

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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#### **L98 AMCS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture**

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast, students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.

Same as L22 History 2674

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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#### **L98 AMCS 280 Exploring Inequality: The Social and Structural Analysis of Modern American Life**

What would it mean to engage in effective social and structural analysis of the complex problems of modern American life that are so often reduced by policymakers to matters of personal responsibility and individual choice? This is an urgent question at a historical moment when American "society" is becoming more diverse and more divided. This course explores four areas of inequality: poverty, racism and sexism, the crisis in health care, and the perils of globalization. We will pay particular attention to how intersections of minority statuses as defined by race, social class, gender and sexuality conspire to script social and political outcomes. Our investigations will allow us to consider multiple academic and applied models. In an original research project that closely engages real world cases and draws upon multiple disciplinary perspectives, students will gain an understanding of the complexity of social problems, and what productive intellectual and policy responses entail. Guests from local social, educational and political agencies will share their perspectives with the class. Above all, students will emerge from the course with a set of critical skills that will empower them to decipher contemporary policy debates and develop their own social analyses.

Credit 3 units. A&S IQ: SSC, SD BU: BA EN: S

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#### **L98 AMCS 297 Undergraduate Internship in American Culture Studies**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. Permission of department required before enrollment. Only AMCS majors and minors may enroll for L98 297.

Credit variable, maximum 3 units.

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#### **L98 AMCS 298 Directed Fieldwork in American Culture Studies**

Fieldwork under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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#### **L98 AMCS 299 The Study of Cities and Metropolitan America**

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines, as well, strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from an historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities, examining the consequences of urban transformation on federal, state and local politics, on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation, crime and punishment, issues of academic achievement and under-achievement, the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl, and health care, among others, are viewed from the perspective of social justice by exploring social, political, economic, racial and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing.

Same as L18 URST 299

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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#### **L98 AMCS 300 Overseas Research in American Culture Studies**

Overseas research under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and

approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.  
Credit variable, maximum 3 units.

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**L98 AMCS 3002 Directed Study in Legal Culture**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.  
Credit variable, maximum 3 units.

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**L98 AMCS 3006 Local Archives: Directed Study in St. Louis**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.  
Credit variable, maximum 3 units.

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**L98 AMCS 3009 DC Consortium Elective**

Credit 3 units.

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**L98 AMCS 300B Feminist Fire!: Radical Black Women in the 20th Century**

Black women have been at the forefront of the black radical tradition since its inception. Often marginalized in both the scholarship and popular memory, there exist a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise — complete with its own theoretical interventions (i.e., standpoint theory, intersectionality, dissemblance, etc.) and competing scholarly agendas — this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, Feminist Fire will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the life and thought of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, Angela Davis and organizations like the Combahee River Collective, Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, the course aims to bring the social movement history back into the discourse around Black Feminism.

Same as L90 AFAS 3002

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 3014 American Popular Music and Media**

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid-19th century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts are at the center of the course. Topics considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the

internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity are considered across the course. Prerequisites: Music 121C and 122C (Theory I and II) or Music 121J and 122J (Jazz Theory I and II).  
Same as L27 Music 3015

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 3015 Topics in Popular Culture: End of the Century: American Culture during the 1990s**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course considers the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of the 1990s, we consider a variety of materials — ranging from news reports and political essays, literary fiction (Philip Roth's *The Human Stain* and Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and The Cohen brothers' *The Big Lebowski*), to the music of Nirvana and Public Enemy — in an attempt to come to a better understanding of our recent history. By examining a wide variety of texts, we not only explore the cultural and political questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11, 2001, but also come to a better understanding of how cultural studies can be performed.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 3016 The Politics of Kanye West: Black Genius and Sonic Aesthetics**

As a hip-hop artist Kanye West has had unprecedented impact on the sonic force of music, fashion, politics and videography. Coupling his controversial moments with his corpus of musical texts with special focus on sonic production, this course illuminates "Mr. West" as a case study for interrogating the interplay between fame, gender, sexuality and race. Mostly, we explore how racialized ways of doing iconography, complex ways of seeing, create a distorted or reductive frame through which we see the black and famous. Nonetheless, the course oscillates with entertaining these nuances, while being entertained by the decade-long catalogue of music and visual imagery. Together, we extract the "Politics of Mr. West" in his music and life, while also illuminating the importance of a politics of genius-making in the larger arc of black pop culture tradition.  
Same as L90 AFAS 3010

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 301C The American School**

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers; changing relationships

among schools and such other educational institutions as the church and the family; and policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.

Same as L12 Educ 301C

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU:

BA, ETH, HUM EN: H

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#### **L98 AMCS 301T Technology and American Culture**

This topics course prepares students to critically engage the complex relationship between technology and American culture, and to read technology as expressive of broader cultural tensions and social, political, and social problems. Such inquiry requires historical and theoretical frameworks for conceptualizing what, exactly, comprises the "technologic" American imagination, from the early era of the colonies through to the contemporary moment. Building on these frameworks, students will study various forms and incarnations of technology at different moments throughout the history of the U.S., drawing upon multiple disciplinary practices in order to do so. They will also learn how the material characteristics of technology (whether hardware or software, industrial manufacture or DIY) give expression to ideas of national identity and issues of power, politics, race, class and gender that have emerged in different historical moments. This work will serve as an introduction to the research and study of technology and material culture in America. Topics vary by semester. Please refer to course listings for the current offering.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

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#### **L98 AMCS 301U Historical Methods - United States History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Refer to Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Same as L22 History 301U

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### **L98 AMCS 3020 Native American Musical Traditions of the Western United States**

Exploration of music and its historical and contemporary contexts among Native American cultures of the southwest and the northern plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of inter-tribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere.

Same as L27 Music 3022

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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#### **L98 AMCS 3023 Jazz in American Culture**

This course will address the role of jazz within the context of 20th-century African-American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking

about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Prerequisite: L27 Music 105 or permission of instructor.

Same as L27 Music 3023

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

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#### **L98 AMCS 3025 Sports and Culture**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, refer to Course Listings for description of current semester's offering.

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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#### **L98 AMCS 3026 Home, Bittersweet Home: Histories of Housing and Homeownership in America since 1850**

The idea of owning one's own home has been central to realizations of the American dream or the "good life." By 1931, Herbert Hoover called the idea "a sentiment deep in the heart of our race and of American life." While the dream continues, the reality of homeownership has been elusive or fraught with struggle and sacrifice for many Americans. If home ownership is such a central part of American identity, why have so many generations of Americans struggled to achieve it? In this course, we explore the histories of different versions of home and homeownership by touching down in different locations at pivotal moments in order to investigate the varied meanings of housing and homeownership in the context of a particular place and time in American history. Using a case-study approach, the course travels across time and space to explore diverse forms of housing, including the following: the big house and slave house in the south under slavery, the immigrant tenement in New York City, the company town in south Chicago, the Midwest homestead, the planned postwar suburban neighborhood, high rise public housing and gated communities. This format exposes students to the important role of federal and local policies as well as themes of housing including: homes as private and domestic realms; housing as a commodity and the largest form of American debt; housing as an icon and encoder of social status; housing as exclusionary and inclusionary; housing as racial or socio-economic discrimination; the suburbs and their discontents; and the recent housing crisis.

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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#### **L98 AMCS 3028 Music of the 1960s**

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as "world music," classical or jazz, this course analyzes several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus both familiarizes students with diverse musical traditions and introduces them to a new way of thinking about music and culture. Topics discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity.

Same as L27 Music 3028

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### **L98 AMCS 3031 Gender and Education**

An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary, and higher

education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students' own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing, or permission of instructor.

Same as L12 Educ 303

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA EN: S

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#### **L98 AMCS 3034 Race and Ethnicity in American Politics**

This seminar discusses the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It examines the disadvantage minorities have in the American political structure including problems with political participation. It examines how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The role of pressure groups on political structure is discussed. Additional discussion focuses on urban politics and tensions.

Same as L32 Pol Sci 3031

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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#### **L98 AMCS 3041 Sex, Gender and Popular Culture**

A critical survey of sex and gender in the production, reception and content of contemporary popular culture. Possible topics include: television, film, advertising, popular fiction, music, comics, internet, foodways and fashion. Themes include: the representation and stylization of sexed and gendered bodies; popular models of sexual and gendered social relations; production of normative and alternative sex and gender identities through media consumption; sex and gender in systems of popular cultural production.

Same as L77 WGSS 304

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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#### **L98 AMCS 3042 Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we consider the changing historical perception of the body. The intersection of gender, race and class factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course also provides an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken WGSS 204. Prerequisite: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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#### **L98 AMCS 3061 Literacy Education in the Context of Human Rights and Global Justice**

Literacy is a fundamental human right. In this course, we explore the current and historical relationships between literacy and human rights. This includes an analysis of the ways in

which literacy education is fundamentally linked to issues of global justice, including political engagement and voting rights, environmental sustainability, gender and racial equality, and participation in the globalized economy. We investigate how literacy education has played a role in social struggles at local, national and international levels such as the creation of the Freedom Schools in St. Louis; the Native American boarding school movement; the Civil Rights movement in the United States including the creation of the Citizenship schools; the Ebonics debate in Oakland, California; the Nicaraguan Literacy Campaign; and the current No Child Left Behind federal educational policy. Students explore how literacy education has been used, in each of these cases, as a tool of empowerment and a tool of oppression.

Same as L12 Educ 306

Credit 3 units. A&S: SS BU: BA EN: S

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#### **L98 AMCS 3066 American City in the 19th and 20th Centuries**

This course explores the cultural, political and economic history of U.S. cities in the 19th and 20th centuries. The course focuses on New York, Chicago, St. Louis, Los Angeles and Atlanta, although other cities may be included. Students conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization and race and gender relations in American cities.

Same as L22 History 3066

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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#### **L98 AMCS 306M Visualizing Segregation**

This interdisciplinary course is designed to introduce students to the history of three of America's major cities. We will explore the political, social, and cultural histories of each of these cities while tracing changes in architecture and the built environment. We chose these three cities for their diverse and intersecting histories. In many ways, St. Louis, Chicago and New Orleans represent the major social and political forces that forged the modern American city. From westward expansion and the growth of the slave system, through mass European immigration and industrialization, the rise of Jim Crow and the decline of American industry, suburbanization, mass incarceration, and gentrification: All are visible in the landscapes of these American cities. Segregation of social groups, so often seen as natural or inevitable, is the result of historical processes, political decisions, public policies and individual actions. The course, in addition, will provide students with the opportunity to use some of the research techniques employed by urban scholars. We will engage in a major research project, tracing the history of St. Louis through a variety of primary sources. Our aim will be to trace the historical processes that generated urban landscapes divided along lines of race, class, ethnicity or religion.

Same as I50 InterD 306M

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### **L98 AMCS 3070 Politics and Policymaking in the American States**

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans everyday. As such, an education in American politics is not complete without serious examination of state governments and their political institutions.

This course illuminates the importance of the American states in U.S. politics and policy making by critically examining topics such as: intergovernmental relations; the historical evolution of American federalism; the organization and processes associated with state legislative, executive and judicial branches; state elections; political parties; interest groups; and specific state policy areas including budgeting, welfare, education and the environment. Prerequisite: Pol Sci 101B.

Same as L32 Pol Sci 3070

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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#### L98 AMCS 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### L98 AMCS 3075 The American Radical Novel: Literature Versus Inequality

Intended to help students reckon knowledgeably, imaginatively and articulately with our era of escalating social inequality, this class is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's *Uncle Tom's Cabin* to the 21st-century dystopianism of Gary Shteyngart's *Super Sad True Love Story*. Its main goals are two: (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's *The Jungle* and Karl Marx's *Communist Manifesto*, Alice Walker's *Meridian* and Martin Luther King Jr.'s "Nonviolence and Racial Justice." The second goal is pursued through hands-on analysis of successful rhetorical strategies sampled from *The Hodges Harbrace Handbook* and, more importantly, from the scholarly writing of students themselves.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: HUM EN: H

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#### L98 AMCS 308 Cracks in the Republic: Discontent, Dissent, and Protest in America During the 1960s and 1970s

This course examines the rise and impact of several major political, social and cultural protest movements in the United States during the middle part of the 20th century. It focuses on the Beats, Civil Rights, New Left, Anti-Vietnam War, Counter-Culture, Black Nationalism, Ethnic Consciousness, Women's Liberation and Gay/Lesbian Liberation, and contextualizes these movements within major national and international developments including Jim Crow and de facto segregation, middle-class ennui, and the Cold War. We will pay special attention to the role of youth activism and the methods of dissent and protest used to challenge the status quo.

Same as L22 History 3072

Credit 4 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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#### L98 AMCS 3081 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history and culture of American exceptionalism: the idea that America has been specially chosen or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class reassesses with the help of modern critics. In the second part of this class, we broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 3085 Topics in Visual, Material, and Digital Culture

Variable topics course for courses best suited to the Visual, Digital, and Material Culture concentration area in American Culture Studies.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history. We will, however, focus primarily on how various social commentators, political activists and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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#### L98 AMCS 310 Topics in Asian-American Literature: Identity and Self-Image

Topics in Asian-American literature which will vary from semester to semester.

Same as L14 E Lit 308

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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#### L98 AMCS 3105 American Holidays, Rituals, and Celebrations

This seminar examines a variety of holidays, festivals and rituals in American history and culture. Topics include: conflicts

over Christmas, the sentiments of greeting cards, African-American emancipation celebrations, Roman Catholic festivals dedicated to the Virgin Mary, modern renderings of Jewish ritual (including Hanukkah), the masculinity embodied in fraternal lodge ceremonies, Neopagan festivals, and Halloween Hell Houses. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and civic ceremony, moral order and carnival, through this topical focus on ritual and performance. A major emphasis is also placed on original research and writing, evident in the weight given the concluding seminar report and the final paper.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L98 AMCS 310A From Hysteria to Hysterectomy: Women's Health Care in America**

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L98 AMCS 3112 Topics in English & American Literature**

Credit 3 units.

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**L98 AMCS 3121 Topics in American Literature**

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L98 AMCS 312A Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU:

HUM EN: H

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**L98 AMCS 312W Topics in English and American Literature: End of the Century: American Culture During the 1990s**

This course explores the theme of consolation in medieval poetry. We read narratives that represent the consolation of a variety of melancholy figures — philosophers in exile, lovers in mourning, citizens in plague-ridden cities, and women disturbed by misogynous writing. We examine the connection between representations of consolation and the act of reading, and think about literature itself (along with other art forms) as a contested site of entertainment, moral guidance, self-fashioning and redemption. Authors may include Boccaccio, Boethius, Chaucer,

Christine de Pizan, Abelard and Heloise, and the Pearl-poet.

As a writing-intensive class, we spend time writing and talking about writing in the classroom. We read our literary texts as "arguments" about literature in addition to other topics, and we read secondary articles as examples of scholarly writing that we may or may not want to adopt as models.

Same as L14 E Lit 312W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art:

HUM BU: HUM EN: H

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**L98 AMCS 3130 Education, Childhood and Society**

An examination of childhood, child development and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students.

Same as L12 Educ 313B

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3131 Topics in English and American Literature**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also assigned include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3132 Topics in Composition: Exploring Cultural Identity in Writing**

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. Consult section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisite: Writing 1 (Writing 100) and junior standing.

Same as L13 Writing 314

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art:

HUM EN: H

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**L98 AMCS 314 First Americans: Prehistory of North America**

The predecessors of the Eskimo, Northwest Coast Indians, Pueblo mound builders, and other North American Indians.

Concentrates on deductions from archaeological data for cultural development.

Same as L48 Anthro 314B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

BA EN: S

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**L98 AMCS 3142 Native Americans at Westward Expansion**

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics, population loss, breakdown of Southeastern chiefdoms, resistance, relocation and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Same as L48 Anthro 3461

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

HUM

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**L98 AMCS 316F Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School**

It is said that at this time in history the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, we expand our views about learning by experimenting with the creative process of lateral thinking. In the first six weeks of the semester, we learn about learning by meeting with exceptional people with many scholarly, professional, and civic engagement accomplishments. We also learn by working in teams to develop an exciting set of 2-D/3-D, hands-on, problem-solving workshops for middle-schoolers from economically disadvantaged urban families; the workshop curriculum will be based upon your knowledge and passion as well as your interests. During the last eight weeks, we deliver these workshops once a week to students at Compton-Drew Middle School (adjacent to the Science Center in the city of St. Louis). In this course we celebrate the choices of studies we each pursue, and expand our experience by learning from each other's knowledge bases and creativity. The course is open to students from all disciplines, schools, freshmen through seniors, and meets the multidisciplinary Fieldwork requirement for AMCS majors. CET (<https://gephardtinststitute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3173 Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings — the internet as well as the academy, art and film as well as the streets — and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course examines the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Same as L77 WGSS 3172

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 317S Service Learning: Documenting the Queer Past in St. Louis**

Around the U.S. and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today, and understanding the exclusions and divisions that shaped their communities and continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class and gender have structured queer spaces and communities. In their community service project, students will work with the grassroots St. Louis LGBT History Project to research St. Louis' queer past, including conducting oral histories with local LGBTQ elders. Important Note: This is a service-learning class, which means it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which will necessitate an additional 3-4 hours a week. Before beginning community service, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies or Introduction to Queer Studies, or permission of instructor.

Same as L77 WGSS 3173

Credit 4 units. A&S IQ: HUM Arch: HUM Art: HUM

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**L98 AMCS 318A Lincoln: Then and Now**

A study of Lincoln's writings, and of how they emerge from his reading and his experiences. We will read his speeches and other writings to investigate his political and social philosophy. And, we will look at this legacy, politically and culturally.

Same as L93 IPH 318

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3190 Engaging the City**

Refer to course listings for current offering.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: FAAM BU:

BA EN: S

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**L98 AMCS 3191 Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Same as L14 E Lit 3191

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L98 AMCS 3202 Civic Scholars Program Semester One: Self Awareness, Civic Life, and Citizenship**

This is the first-semester foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for examining civic engagement and developing civic leadership skills. Through lectures, guest speakers, readings, excursions, and class discussion, students 1) explore the history and current status of civic engagement; and 2) prepare for the implementation of a civic project the summer between their junior and senior years. Students meet in a structured class to discuss concepts, engage in critical reflection, and develop leadership

skills. In addition, students will critically reflect on course content to enrich their learning. Prerequisite: acceptance into the Civic Scholars Program. CET (<https://gephardtinsttute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 2 units. A&S: SS A&S IQ: SSC Arch: SSC BU: BA EN: S

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**L98 AMCS 3203 Civic Scholars Program Semester Two: Civic Engagement in Action**

This is the second-semester foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for developing their civic projects. Students engage in a semester-long research and project planning process tied to their civic projects. Through research, lectures, workshops and presentations, students develop a project proposal for their civic projects. Students meet in class to discuss concepts, engage in critical reflection, and develop skills. Prerequisite: L98 3202. CET (<https://gephardtinsttute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 2 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 320A Religious Freedom in America**

This interdisciplinary course, co-taught by a law school professor and an American historian, concerns the intersection of religion, liberty and law in American culture. It introduces students to the major texts and historical issues concerning religious liberty, using legal history and case law, intellectual and social history, and political philosophy. It will address issues of significant contemporary debate — from the role of religious groups on college campuses to bakers and gay weddings — along with the deep historical background, from English settlement of North America and the making of the Constitution, through the Civil War, to the Cold War and the recent political developments.

Same as I50 InterD 320

Credit 3 units. A&S IQ: HUM, SD EN: H

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**L98 AMCS 3212 Reading Narrative**

Same as L14 E Lit 3211

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L98 AMCS 3214 Topics in Theater**

Explores a variety of special interest topics in theater. Consult the Course Listings.

Same as L15 Drama 321

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L98 AMCS 321A American Literature I**

Same as L14 E Lit 321A

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 321B American Religion and the Politics of Gender and Sexuality**

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, censorship, pornography, funding for AIDS research, abortion, contraceptive access, abstinence-only sex education, sexual harassment, same-sex marriage, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of

women and men, children and teens, as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts — on chastity, marriage, and homosexuality — with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics.

Same as L57 RelPol 321

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L98 AMCS 3222 Major American Writers: The Contemporary American Novel**

Same as L14 E Lit 3222

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3223 American Literature to 1865**

Same as L14 E Lit 321

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L98 AMCS 322A American Literature II**

Same as L14 E Lit 322A

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L98 AMCS 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella**

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles, from classical music, folk music and Broadway to rock, pop and a capella. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, small groups, singer-songwriter formats, and electronic media.

Same as L27 Music 3237

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 323C Children and War**

This course considers 20th-century representations of war in American children's literature. Our scope stretches from the run-up to World War II in the 1930s through the current conflicts in Iraq and Afghanistan. This period produced texts that debated not only the role of war in childhood development but also the role of the child in war's development. Genres include picture and comic books, career and adventure fiction, science fiction, and childhood memoir.

Same as L66 ChSt 323

Credit 3 units.

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**L98 AMCS 326 American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and 1021.

Same as L11 Econ 326

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3262 Literature of the Color Line**

In 1903's *The Souls of Black Folk*, W.E.B. DuBois wrote "for the problem of the 20th century is the problem of the color-line." This literature course includes texts written by African-American authors to examine the ways African Americans came to be portrayed in American literature and culture by writers of color, paying special attention to the changing concept of race and African-American citizenship as influenced by American political thought at a time when many of the gains made by African Americans during the period of Reconstruction were repealed. We read fiction, poetry, essays and pamphlets by African-American writers writing through the late 19th and early 20th century, including but not limited to Charles Chesnut, W.E.B. DuBois, Booker T. Washington, Ida B. Wells-Barnett, Pauline Hopkins, Frances E.W. Harper, Paul Laurence Dunbar. In addition to the texts, students are asked to briefly examine portrayals of African Americans in other forms of media, such as visual culture and film.

Same as L90 AFAS 326

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L98 AMCS 3263 Introduction to Research Design**

The purpose of this course is to introduce students to a range of research designs found in the social sciences. We work on ways to ask and operationalize research questions as well as examine appropriate research designs and strategies. We begin the course with the problem of developing informed research questions, the accompanying hypotheses and developing them around a so-called scientific method. We concern ourselves with understanding the role and importance of literature reviews and then examine sources of data and four types of research strategy through cases that use them: ethnomethodology, an historical methodology, a quantitative approach, and a hybrid of quantitative and qualitative approaches.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 327 Public Opinion and American Democracy**

This course is about the salience of public opinion and its influence on American Politics. Topics covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course also trains students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: previous course work in American politics or communications.

Same as L32 Pol Sci 3211

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L98 AMCS 3270 Comics, Graphic Novels and Sequential Art**

This course traces the evolution of comics in the America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism,

popular culture, consumerism and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3272 The Superhero in American Culture**

The superhero is an American cultural figure that enjoys great metaphoric resonance in contemporary America and about contemporary America, much as the Western did during the Cold War. But this metaphoric resonance has existed since the genre came into being with Superman in 1938 as part of the nation's response to modernity, and predates the creation of the genre through the hero figures that contributed tropes to the superhero genre. Through a cultural historical and transmedia approach, this course examines the superhero and the superhero genre as a myth medium and contested site for portraying and shaping ideas about American identity, masculinity, modernism, race, class, gender and humanity. The prehistory of the superhero is examined in 19th- and early 20th-century frontier stories, science fiction and pulp fiction. The definition of the superhero and the genre's evolution in comics, film, television, and fan-produced works are examined, with a focus on how the genre has served and mediated the conflicting needs of creators and audiences.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 3273 American Graphic Storytelling and Identity**

From editorial cartoons presenting African Americans in racist caricature during the Civil War and Reconstruction, to the appearance of the "Yellow Kid" in the comic strip "Hogan's Alley," to graphic narratives that reinforce (or challenge) racial and gender stereotypes in the late 20th century, comics in the United States have long been preoccupied with identity. In this course we trace the development of identity as a major preoccupation in the comics medium.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L98 AMCS 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L98 AMCS 3295 Beautiful Losers: The French in North America, 1500-1850**

Adventurous fur-traders, fun-loving carnival-goers, magnanimous noblemen, simple but goodhearted Catholic peasants: the portrait of the French in the Americas rarely goes beyond these time-honored stereotypes. The French have usually

been treated as quaint remnants of a bygone age, vanquished first by the British army, and then by the march of modernity. This class seeks to rescue these historical actors from the typecasting to which we often condemn them. Through this examination of the French presence in the Americas, we will rethink and revisit the familiar stories of British North America, stories of slavery, commerce, property, piety and migration. The contrasted differences will also allow us to reflect on the nature of colonialism and question some ready-made understandings about colonial British America and the Early Republic. Same as L22 History 3293  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L98 AMCS 3296 Race & Ethnic Relations in the United States**

This course is designed to explore relations within and between the racial and ethnic groups of the United States. We examine the social, economic and political similarities and differences of African Americans, Asian Americans, Latinos, and New Immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation to one another and the majority population for understanding the origins of conflict and unanimity within and between the different groups. We pay specific attention to events in Ferguson, Missouri, and the tensions between political leaders, policing and minorities more generally, the disproportionate levels of poverty experienced by African Americans and Mexican Americans, and the vilifying of certain minorities by the majority population. Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 329F Tale of Two Cities: Documenting Our Divides**

The metropolitan St. Louis area has become the nation's symbol of modern segregation erupting into urban unrest and violence foiled against nonviolent direct-action interventions, youth-driven social protests and grassroots revitalization. With the assistance of a faculty seed grant from the Divided City Initiative, in partnership with the Center for the Humanities in Arts & Sciences and the Mellon Foundation, Tale of Two Cities: Documenting Our Divides will bring together students working in transdisciplinary teams to create documentary videos of street events, meetings and interviews that capture the immediacy of this historical moment. Students will partner and engage with a local nonprofit organization, grassroots movement or religious institution. Topics can include personal and/or institutional issues of a "divided city" that are exacerbated by race, gender, economic status, sexual orientation or geography. Successful completion of this course involves researching and creating a short video with a distinctive perspective and point of view that will draw upon the team's collaborative voices from history, performing arts, economics, law, social work, African-American studies, architecture and art. Skills will be developed in the fundamentals of story development, video and audio-capture in the field, editing with Adobe Premier and archival preservation. No prerequisites.  
Same as I50 InterD 329F  
Credit 3 units.

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**L98 AMCS 330 Topics in American Culture Studies**

Refer to course listings for current offering.  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 3301 History of American Cinema**

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course examines both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings. Same as L53 Film 330  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L98 AMCS 3303 Politics and Policies of Immigration in the United States**

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a writing-intensive and modified version of Pol Sci 226/AMCS 202. Students who have taken that course should *not* take this course. Because this is a writing-intensive class, we also spend time studying research paper design and writing.  
Same as L32 Pol Sci 3302  
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L98 AMCS 330A Native American/Euro-American Encounters: Confrontation of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.  
Same as L57 RelPol 330  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L98 AMCS 330C Culture and Identity**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester; refer to Course Listings for description of current semester's offering.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L98 AMCS 330D Culture and Identity**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, refer to Course Listings for description of current semester's offering.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 3312 Gender and American Politics**

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights. Same as L32 Pol Sci 331B

Credit 3 units. A&S: SS, SD BU: BA, ETH

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**L98 AMCS 3321 Topics in Politics: Constitutionalism and Democracy**

An introductory analysis of a range of issues related to constitutions and democratic government. The main focus is on such theoretical questions as: Why do societies produce constitutions? Why do subsequent generations abide by them? What is the relationship between constitutional principles and democratic decision making? Who benefits from constitutional constraints?

Same as L32 Pol Sci 3321

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 3325 Topics in Politics: Constitutional Politics in the United States**

The principal purpose of this course is to introduce students to the politics of constitutional interpretation. We first discuss the origins of the constitution, the structure operation and work of courts, and judicial decision-making. Afterward, we examine various areas of the law relating to institutional powers and constraints (e.g., federalism, presidential powers, Congressional authority). In so doing, we develop an understanding for the legal doctrine in each area of the law and also examine explanations for the legal change we observe.

Same as L32 Pol Sci 3325

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3330 Topics in Linguistics: The American Languages**

Our perceptions about language are shaped by our linguistic backgrounds and practices as well as our social and political ideologies. This course examines the history of American languages in the U.S. and explores the social, educational, and political issues that surround them. Four types of languages are studied: Native American, colonial, immigrant, and new languages (e.g., Hawaiian Pidgin and American Sign Language). We also take a special look at the history and structure of African-American Language which challenges linguistic categorizations as well as language policy and education. Among the major questions discussed in this course are: what makes American languages distinct in terms of their history and social status; what do they all have in common beyond the simple geographic classification of being "American."

In addressing these questions we also study the politics of language, the history of language policy and education in the U.S., as well as issues of current debate, such as indigenous language reclamation, the "Ebonics controversy," bilingual education, and the official English movement.

Same as L90 AFAS 330

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

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**L98 AMCS 3332 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 336

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L98 AMCS 3333 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 333

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L98 AMCS 336 Topics in American Culture Studies**

The topic varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 3360 Topics in American Culture Studies**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 336C The Cultural History of the American Teenager**

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past fifty years? We begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and '60s. From there, we read a series of novels and historical studies that trace the changes in teen culture that have occurred over the past half century. Our class also considers a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Same as L66 ChSt 336

Credit 3 units.

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**L98 AMCS 3370 Music and Performance**

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical

performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L98 AMCS 3381 Topics in Politics: National Security, Civil Liberties and the Law**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3381

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3391 Topics in 19th- and 20th-Century American Writing: American Short Fiction**

This course is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in American Short Fiction.

Same as L14 E Lit 3391

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 3400 Topics in 20th-Century American Writing: American Literature 1914-1945**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C Chief American Writers, while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Same as L14 E Lit 340

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L98 AMCS 3402 The American Novel: Split and Hybrid American Identities**

Examination of the struggle to form an enabling identity for author, characters and text against the divisive pressures of family and society.

Same as L14 E Lit 340W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: BA, HUM EN: H

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**L98 AMCS 341 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embarks on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Same as L77 WGSS 343

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

ETH EN: S

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**L98 AMCS 3410 The Jewish People in America**

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social and economic transformations; and religious trends.

Same as L75 JINE 341

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 3415 Jewish-Gentile Relations in the United States, 1830-1970**

Throughout their history Jews faced non-Jewish majorities, and America was no different. Yet unlike Europe, the United States has been, overall, a very hospitable place for Jews, and many of them came to see their new country as "the Promised Land." The course focuses on the relations between Jews and their non-Jewish neighbors from the beginning of a significant Jewish immigration to the United States in the 1830s. The course ends in the 1970s in order to analyze what most historians interpret as a rightward and inward turn of American Jewry (especially after 1967) and link it to the larger wave of ethnic revival in America. As a whole, the course looks at the interethnic and interreligious dimensions of American Jewish life and relates them to the larger American context. How did American Jews view their fellow countrymen and how did these opinions, in turn, affect Jewish integration into the larger society? How did the gamut of relations with other groups, which ran from animosity to coalition building and amity, change the country's political and cultural landscape? How did political and class differences within Jewish communities influence the character of interaction with other communities? Can we learn from the Jewish case about more general patterns of majority-minority relations in America?

Same as L75 JINE 3415

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 341A Gender in Society**

Introduction to the sociological study of gender. The primary focus is U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace and schools. We will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class and sexuality shape the experience of gender; and the

relationship between gender, power and social inequality.  
Prerequisite: introductory course in sociology or consent of the instructor.  
Same as L40 SOC 3410  
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA  
EN: S

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**L98 AMCS 342 The American Presidency**

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.  
Same as L32 Pol Sci 342  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L98 AMCS 3422 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the president's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 344 Courts and Civil Liberties**

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.  
Same as L32 Pol Sci 344  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

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**L98 AMCS 3441 Defendant's Rights**

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.  
Same as L32 Pol Sci 3441  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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**L98 AMCS 3450 Sexual Politics in Film Noir and Hardboiled Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant*, and *Memento*. Required screenings.  
Same as L53 Film 345  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 346A The Politics of Privacy in the Digital Age**

This course explores the changing nature of privacy in contemporary society.  
Same as L32 Pol Sci 3462  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

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**L98 AMCS 3470 Gender and Citizenship**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity or humanity? Prerequisite: previous course work in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken WGSS 210.  
Same as L77 WGSS 347  
Credit 3 units. A&S: TH, WI BU: BA EN: H

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**L98 AMCS 347A Global Energy and the American Dream**

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as

global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

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### L98 AMCS 3482 Rethinking the "Second Wave": The History of U.S. Feminisms, 1960-1990

The U.S. women's movement has been called "the 20th century's most influential movement," but until recently assessments of its origins, characteristics and impact have been largely impressionistic and subjective, left to movement participants and popular culture. Building on a recent explosion of historical studies of American feminism, this course examines the history of the so-called "second wave" of the women's movement from its origins in the early 1960s to its alleged demise in the late 1980s. Topics to be covered include the origins of feminist activism; the traditional history of the women's movement and recent revisions; how race and class shaped the feminist movement; how feminist ideas and organizing transformed American society; feminism and individual experience; and responses to the women's movement. In this discussion-based course, we read scholarly analyses of the women's movement as well as memoirs, popular essays, and many primary documents from the period.

Same as L77 WGSS 348

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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### L98 AMCS 348A Economic Realities of the American Dream

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L98 AMCS 3490 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Same as L53 Film 349

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L98 AMCS 3500 On Location: Exploring America

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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### L98 AMCS 3504 The Making of American Conservatism Since 1932, From Herbert Hoover to Trump

Beginning with Hayek's *The Road to Serfdom* and Buckley's *God and Man at Yale*, this course examines some of the major conservative writers and thinkers in the United States since World War II. The course includes readings by Russell Kirk, Richard Weaver, Barry Goldwater, Phyllis Schlafly, Irving Kristol, Newt Gingrich, and Pat Buchanan as well younger conservatives like Mark Steyn, Jonah Goldberg, Ramesh Ponnuru, S.E. Cupp, and Kevin Williamson. Several classes are devoted to black conservatives including Thomas Sowell, Shelby Steele, and Walter Williams. We try to answer the questions: What is conservatism and who are its adherents? Can we speak of conservatism in the singular or are there several types of conservatism? Are the various forms of conservatism politically and intellectually compatible? How has conservatism changed since Reagan and the 1980s? What inroads has conservatism made in the cultural and political life of the United States? Is the United States essentially a conservative nation? Time permitting, we may also watch a few Hollywood movies by conservative filmmakers.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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### L98 AMCS 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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### L98 AMCS 351 History of Electronic Media

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention is paid to other national industries, the chief focus of the course is on electronic media in the United States to determine, in part, the

transformative role they have played in the cultural life of the nation. The course explores the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Same as L53 Film 350

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L98 AMCS 3510 Topics in American Politics: The Supreme Court**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3510

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L98 AMCS 3520 Topics in American Culture Studies**

The topic of this course varies from semester to semester.

Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3522 Topics in Literature**

Topics course which varies by semester.

Same as L14 E Lit 3522

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L98 AMCS 3525 Topics in Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 352A The Black Athlete in American Literature: Frederick Douglass to LeBron James**

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his *Narrative*. This course will examine literary depictions of black athletes — in novels, memoirs, essays and poems — in order to better understand the cultural significance of sportsmen and women in the African-American struggle for equality, from abolitionism to the "Black Lives Matter" movement. We will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into our readings, especially as students incorporate secondary sources into their own research.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L98 AMCS 3550 Sociology of Work**

Sociological understanding of work, and in particular, how work reduces or replicates inequality. Classic and contemporary sociological theories of work; how work in the U.S. has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded through the course is the exploration of barriers to racial, gender, and class inclusion and advancement at work. We will explore how organizational structures, policies and practices can increase or decrease those barriers. Prerequisite: introductory course in sociology or consent of the instructor.

Same as L40 SOC 3550

Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L98 AMCS 3551 The Welfare State and Social Policy in America**

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that comprise it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions, and policies related to work, poverty and inequality.

Same as L32 Pol Sci 3551

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L98 AMCS 3561 Women and the Law**

This course (formerly called "Women and the Law") explores how social constructions of gender, race, class and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (or women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. In Spring 2017, Jesse Doggendorf, Sapna Khatri, Rebecca Swarm, and Sarah Watson will be teaching this course under the supervision of Professor Susan Appleton. *Students who have taken L77 3561 Women and the Law can not take this class.*

Same as L77 WGSS 3561

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3563 Television Culture and Cult TV: Critical Approaches to Fandom**

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a "repli-car" of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among

fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course engages with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class combines close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney & Lacey* to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators and critics. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Same as L53 Film 356

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 3570 Quality Television and the "Primetime Novel"

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions, and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as Quality Television. The class surveys the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course analyzes the textual features that have come to signify narrative complexity and aesthetic sophistication. We examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show* to *Hill Street Blues*, and *Cagney & Lacey* to *Northern Exposure*, as well as more contemporary broadcast and cable fiction such as *LOST*, *The Wire*, and *Mad Men*. In addition, students are expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. Required screening. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.

Same as L53 Film 357

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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#### L98 AMCS 3575 US Foreign Policy: Theory and Practice

In this class we focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy — the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We examine these topics through reading and writing assignments, class discussion, and simulations to promote deeper understanding and build practical skills.

Same as L97 IAS 3575

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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#### L98 AMCS 358 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Same as L32 Pol Sci 358

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA EN: S

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#### L98 AMCS 3581 Scribbling Women: 19th-Century American Women Writers

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art:

HUM BU: HUM EN: H

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#### L98 AMCS 359 Topics in American Culture Studies

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L98 AMCS 3590 The American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the 1930s, '40s and '50s. Required screenings.

Same as L53 Film 359

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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#### L98 AMCS 359A (Re)Writing Slavery

This special topics course considers black-authored texts ranging from the 18th to the 21st century to examine the ways slavery has been discussed in American literature and culture. We pay attention to the role of slavery in creating the African diaspora, the contribution of slave narratives to the Abolitionist movement, and how the structures of American slavery did not disappear after the Civil War. We look at the ways Civil

Rights-era and contemporary African-American writers such as Margaret Walker, Toni Morrison, and Charles Johnson have appropriated the slave narrative to engage and critique present day concerns. Their works are read against 19th-century slave narratives by ex-slaves such as Frederick Douglass and Harriet Jacobs. In addition to the texts, students are asked to consider how slavery and its aftereffects have been portrayed in film and other forms of media.

Same as L90 AFAS 359  
Credit 3 units. Art: HUM BU: BA

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**L98 AMCS 360A Religion and the Modern Civil Rights Movement, 1954-1968**

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 3611 Legislative Politics**

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We focus on the behavior of individual legislators and the role they play in crafting federal legislation in policy areas such as health care, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?

Same as L32 Pol Sci 3610  
Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L98 AMCS 361A Women and Social Movements: Gender and Sexuality in U.S. Social Movements**

This course examines the history of grassroots activism and political engagement of women in the U.S. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women's Suffrage Movements, Women's Labor Movements, Women's Global Peace Movements, and Recent Immigration Movements. Readings and discussion pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women's movements. Course materials analyze how methods of organizing reflect traditional forms of "doing politics," but also strategies and tactics for defining problems and posing solutions particular to women. Prerequisites: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor.

Same as L77 WGSS 361  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 363 The American Frontier: 1776-1848**

This course will examine the nation's shifting frontier from independence through the Mexican-American War. It will consider people and places in flux as their nationality, demography and social order underwent dramatic changes. Students will make use of an extensive electronic archive of primary sources including period documents, historic maps and contemporary artwork, in order to consider how these sources confirm, reject or expand on the ideas they encounter in published scholarship.

Same as L22 History 3632  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L98 AMCS 3632 Mapping the World of "Black Criminality"**

Ideas concerning the evolution of violence, crime and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is AFAS 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. Enrollment limit: 20.

Same as L90 AFAS 363  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 3651 Black Women Writers**

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature.

Same as L90 AFAS 3651  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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**L98 AMCS 3660 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film

genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L98 AMCS 367 Modern America, 1877-1929**

This course explores dramatic changes in American society during the half-century from the Civil War to the end of WWI. We discuss industrialization; mass immigration from Europe, Asia and Latin America; the vast movement of rural people to cities; the fall of Reconstruction and rise of Jim Crow; the expansion of organized labor; birth of American Socialism; and the rise of the American empire in the Caribbean and the Philippines. The course, in addition, analyzes the many and varied social reform efforts of the turn of the 20th century, from women's suffrage to anti-lynching campaigns; from trust-busting and anti-immigrant crusades to the settlement house movement.

Same as L22 History 367

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA, HUM

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**L98 AMCS 3671 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L98 AMCS 367H Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L98 AMCS 368 Modern America Since 1929**

This course offers an intensive survey of U.S. history since World War I, concentrating on key turns in the development of

American life: social and political strains of the 1920s as part of the "new era" commenced by the Great War; responses to the Great Depression and the construction of a limited welfare state in the 1930s and 1940s; the rise of Cold War anticommunism in foreign and domestic affairs in the wake of World War II; the advent of a new period of social reform and disruptive protest in the 1950s and 1960s; the turn toward the political right since the 1970s; and the aftermath of the Cold War.

Same as L22 History 368

Credit 3 units. A&S: TH BU: HUM

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**L98 AMCS 3680 The Cold War, 1945-1991**

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Same as L22 History 3680

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L98 AMCS 369 American Horrors**

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like *Dr. Jekyll and Mr. Hyde*, the horror film began as a low class genre, a notch above exploitation movies. In the 1970s-1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By a chronological survey of the American horror film, this course explores how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course includes analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style are required. Prerequisite: Film 220. Required screenings.

Same as L53 Film 370

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L98 AMCS 370 The American West: The Image in History**

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Same as L01 Art-Arch 370

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH BU: HUM

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**L98 AMCS 3711 The History of Popular Culture in the United States**

This course surveys major developments in the history of popular culture in America, stretching from the mid-19th century to the present. It explores topics such as literature, drama/theater, dance halls, movies, radio, advertising, television, music and the internet; it covers different types of popular culture such as printing, performance, image and audio; it looks at how popular culture has been depicted in terms of icons, myths, stereotypes, heroes, celebrities and rituals; it addresses the rise of mass production and consumption; it examines the ways in which race, class, gender, ethnicity and sexuality have been perceived and are portrayed in popular culture; and it illustrates how the content of popular culture shapes and reflects our personal, social, political and intellectual beliefs and values. Same as L22 History 3711

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 3712 Art and Culture in America's Gilded Age**

Developments in American culture from the end of the Civil War to the turn of the century: novels, buildings, images, public and private spaces of this transitional period — a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature and social experience. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, Louis Tiffany.

Same as L01 Art-Arch 3712

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: BA

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**L98 AMCS 371A Sociology of Immigration**

A review of theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa and the Caribbean. In this course we will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. We will explore why and how people migrate, immigrant integration, the impact of immigration on native-born Americans, and how government policies — at the national, state, and local level — shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense. Prerequisite: completion of an introductory sociology course or consent of the instructor.

Same as L40 SOC 3710

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 3729 The United States in the 20th Century**

This course explores the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of 20th century U.S. history, students connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.

Same as L22 History 3729

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L98 AMCS 373 Making War**

This course examines the cinematic representation of war. Using World War II as a case study, students examine a series of combat pictures, documentaries, and "home front" films from the 1940s to the present. Several key questions guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the semester, students partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the "War on Terror." Films include: *The Boat*, *Saving Private Ryan*, *The Thin Red Line*, *Why We Fight*, and *Mrs. Miniver*. Readings include works by Susan Sontag, Kaja Silverman, and W.G. Sebald. Required screenings.

Same as L53 Film 371

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 3730 History of the United States: Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

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**L98 AMCS 3731 Introduction to GIS for Anthropologists**

Use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS, but also the methodologies and tools used to collect and analyze spatial data.

Same as L48 Anthro 373

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 3741 History of United States: Foreign Relations: 1920-1989**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations with the wider world from the 1920s to the "fall of communism" in 1989.

Same as L22 History 3741

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS

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**L98 AMCS 3742 Social Landscapes in a Global View**

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes,

starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: NW

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**L98 AMCS 3755 Disability, Quality of Life and Community Responsibility**

The increasing prevalence of disability presents major challenges for American society. Social participation can be a challenge for people with disabilities, while resources to address these needs tend to be limited. This course begins by critically analyzing concepts of disability, quality of life, health and social participation. We construct a framework for examining social participation and community resources across the lifespan. Public health, educational and environmental theories and methods are applied to programs and services that aim to enhance quality of life with disabilities. We analyze ecological approaches to enhancing social participation. Upon completion of this course, students are equipped to analyze challenges and prioritize resources for individual and population health.

Same as L43 GeSt 375

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 375A American Culture: Methods & Visions**

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L98 AMCS 376 American Modernism, 1900-1940**

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life — its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film and photography. Lecture/discussion. Prerequisite: Art-Arch 211 Introduction to Modern Art or permission of the instructor

Same as L01 Art-Arch 376

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: AH BU: ETH

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**L98 AMCS 3762 American Modernism, 1900-1940**

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in

everyday life — its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film and photography. Lecture/discussion. Prerequisite: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215, or permission of instructor.

Same as L01 Art-Arch 3762

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L98 AMCS 3778 Another Country: Land, Diaspora, and the Vernacular Beyond the Cities**

The history of aesthetic and cultural modes of modernity is often told with an urban inflection, omitting a narrative of mobility, artistic experimentation, and social change found in the space beyond the 20th-century city. This course applies a broad interdisciplinary perspective to consider the historical contexts of these diverse rural cultures, their intersections with technology and global economies, and the ways in which these communities and their modes of expression commute between the rural and the urban — writing, speaking, and singing in a vernacular that documents and dramatizes their modern condition. From Mississippi hill country blues to the agricultural essays of Wendell Berry, from emerging forms of American landscape design to Sherman Alexie's postmodern Indian reservation, the American rural emerges as neither a pastoral nor a wasteland, but as a richly complex and diverse patchwork. These cross-cultural narratives are connected through a number of mediums: field recordings, online archives, poems, fiction, critical essays, film, and interdisciplinary fieldwork. The confluence of these artistic and scholarly practices guide robust classroom discussion and inform inventive research projects that conclude the semester's work.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 3785 Photography in America**

This course considers the practice and use of photography in America from its invention up to the present, offering various ways of thinking about the medium and its relation to society and culture. Students come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium through such episodes as the New Deal/FSA and photojournalism, but also the private explorations of "fine art" photographers, and the everyday practices of the snapshot. Prerequisites: Intro to Western (Art-Arch 112) or Intro to Modern (211), or one course in American History, American Cultural Studies, or permission of the instructor.

Same as L01 Art-Arch 3785

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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**L98 AMCS 3789 Building St. Louis Oral History: 1945-Present**

This course aims to provide a national and local understanding of how Americans and St. Louisans dealt with the problems of racism, poverty and sexism from 1945 to the present. While history courses traditionally require that students analyze the credibility and subjectivity of each historical source, this course further challenges students to use the methods of oral history to compare evidence from oral historical memory with written texts. By comparing St. Louis history with that of the rest of the nation,

students analyze regional differences and understand the unique historical conditions that shaped this city.

Same as L22 History 3789

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### L98 AMCS 379 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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#### L98 AMCS 3840 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood — such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite. At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin, Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive course.

Same as L77 WGSS 384

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: BA EN: H

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#### L98 AMCS 3843 Filming the Black Freedom Struggle in St. Louis

This interdisciplinary course is designed to introduce students to the history of the black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of black St. Louisians who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of black communities by the federal urban renewal and public housing policies. This course will provide students with the opportunity to write history through visual sources, in order to construct a historical narrative on film. Students will be introduced to the technical skills involved in making a

documentary film, and to the archival research and oral history skills required to document the past. This course brings together documentary filmmaking and history research to draw attention to the multiple narratives of African-American and urban history. Same as L22 History 3843

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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#### L98 AMCS 3871 African-American Literature: Early Writers to the Harlem Renaissance

Same as L14 E Lit 387

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM

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#### L98 AMCS 3875 Pharmaceutical Personhood

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental disorders, post-traumatic experience, chronic illness, eating disorders, and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.

Same as L48 Anthro 3875

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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#### L98 AMCS 3876 Dada and Surrealism in Europe and the United States

In this multimedia, interdisciplinary course, we will consider the history, theory and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th and the beginning of the 20th centuries through its late expressions in Beat culture and Pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of the First World War set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture, but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements, with substantial cross-transmission between Europe and the United States, will be emphasized. Prerequisites: Intro to Western Art (L01 112) or Intro to Modern Art (L01 211) or permission of instructor. Same as L01 Art-Arch 3875

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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#### L98 AMCS 3880 Terror and Violence in the Black Atlantic

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing that these practices are commonly found in other parts of the Black Atlantic, students are encouraged to take a comparative view to better tease out the wider strands of violence operative in places like England, the Caribbean and Latin America. Within

this course, we explore the varied ways in which music, films, newspapers and historical narratives shed light on these often life altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery, lynching, sexual violence, race riots, police brutality, motherhood, black power and community activism.

Same as L90 AFAS 3880

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art:

HUM BU: BA EN: H

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### L98 AMCS 3882 Psychological Anthropology

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We look cross-culturally at such topics as child and adolescent development, religious experience, illness and healing, self and identity, gender and sexuality, reasoning and symbolism, and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory, and cross-cultural materials.

Same as L48 Anthro 3882

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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### L98 AMCS 3884 Modern Design and Modern Culture

This course explores key issues of modernity (industrialization, consumerism, mass culture, nationalism, etc.) through the study of material culture. Focusing primarily on modern design in Europe and North America from William Morris to Charles Eames and Aleksander Rodchenko to Bruce Mau, we examine major developments in design thinking and practice as both reactive to and generative of broader political, economic and social concerns. The course is organized around important and influential exhibitions, from World's Fairs to storefront shows, where design professionals, institutions and publics came together to reflect on topics of urgency, identify alternatives, and imagine the implications of design on everyday life. Wherever possible, class discussions/lectures and assignments make use of objects and archives in area collections. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215) or permission of instructor.

Same as L01 Art-Arch 3884

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L98 AMCS 38B9 Understanding Lincoln: Writing-Intensive Seminar

This course explores the life, art (political and literary) and historical significance of Abraham Lincoln. It focuses first on how he understood himself and foregrounds his inspired conception of his own world-historical role in the Civil War. The course also traces how the larger world furnished the contexts of Lincoln's career, how his consciousness, speeches and writings, and presidential decisions can be understood against the backdrop of the revolutionary national democratic upheavals of the 19th century. Finally the course investigates how the 16th president, so controversial in his day, has remained a site of cultural contestation, with historians, novelists, poets, cartoonists, filmmakers, advertisers and politicians struggling over his memory and meaning, to the present.

Same as L22 History 38B9

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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### L98 AMCS 3900 Mormonism and the American Experience

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints (or LDS Church), which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S. (by one count), with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?

Same as L57 RelPol 390

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:

ETH EN: H

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### L98 AMCS 391 Gender Violence

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context of international and domestic political activity. In each area, issues of race, class, culture and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Not open to students who have taken U92 (UCollege) WGSS 363.

Same as L77 WGSS 393

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA

EN: S

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### L98 AMCS 394 Urban Development and the Global Economy

This course is designed to familiarize students with the urban effects of economic globalization and to provide students with tools that enable them to engage in scholarly and practical debates on economic growth and the city. Students are exposed to a variety of theoretical statements comparative studies, and case-specific research focusing on cities and the global economy. Topics include: industrial reorganization and its connection to the urban form, the ability of "dead" cities to adapt to economic change; how economic innovation is encouraged or suppressed within cities; growth coalitions and urban politics; networks and culture in relation to capitalist commitment to urban space; and the role of the arts and entertainment in new development versus production-based paradigms.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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### L98 AMCS 395 American Indians and American Empire

Through readings of historical and contemporary texts drawn from American Indian testimonial, scholarship and literature; anthropology; and history, we explore past struggles for cultural and political survival and contemporary politics of self-determination of indigenous peoples. We consider these issues alongside American "Empire": the past and present politics of nation-building, expansion and rule that characterize the United States. Topics include race, anthropology and 19th-

century imperialism; education, the Indian and American democracy; sovereignty and tribal self-determination; Indian political movements; and the contemporary politics of energy, resources and Indian lands.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Art: SSC  
EN: S

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**L98 AMCS 397 Gender and Sexuality in 1950s America:  
Writing-Intensive Seminar**

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: BA  
EN: H

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**L98 AMCS 3975 Wolves of Wall Street: American Business  
and Popular Culture**

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's *Wall Street* seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like *The Great Gatsby* and *Death of a Salesman*, to popular musicals such as *How to Succeed in Business without Really Trying* and *The Producers*.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L98 AMCS 39SL Blacks, Latinos and Afro-Latinos:  
Constructing Difference and Identity: Writing-Intensive  
Seminar**

Dominant discourses on Black-Latino relations focus on job competition, while a few others celebrate the future of an America led by "people of color." What is at stake in these narratives? How did we come to understand what is "black" and "Latino"? Students taking this course examine the history of African Americans' and Latinos' racialization under British, Spanish, and American empires, paying attention to both the construction of the racial "Other" by European elites, the reclaiming of identities by the racially marginalized through the Black and Brown liberation movements of the 1960s and 1970s, and the movements' impacts on black-Latino electoral and grassroots coalitions, mass incarceration of youth, and Afro-diasporic productions of hip-hop.

Same as L22 History 39SL

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI  
Arch: HUM Art: HUM BU: BA EN: H

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**L98 AMCS 400 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L98 AMCS 4001 Directed Study in American Culture Studies**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4002 Directed Study in Legal Culture**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4003 Advanced Research in American Culture  
Studies**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4004 Senior Honors Seminar in American Culture  
Studies**

This course is required for students seeking college honors through American Culture Studies. Students discuss research methods and make regular research reports both to the instructor and other students. Prerequisite: satisfactory standing as a candidate for senior honors (3.5 cumulative GPA) and permission of thesis director.

Credit 3 units.

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**L98 AMCS 4005 Senior Honors Seminar in American Culture  
Studies**

This course is required for students seeking college honors through American Culture Studies. Students discuss research methods and make regular research reports both to the instructor and other students. Prerequisite: satisfactory standing as a candidate for senior honors (3.5 cumulative GPA) and permission of thesis director.

Credit variable, maximum 3 units.

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**L98 AMCS 4007 American Democracy and the Policy Making Process**

This course is part of the Semester in DC Program.  
Same as L32 Pol Sci 4001  
Credit 3 units. EN: S

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**L98 AMCS 4008 Senior Seminar on the Presidency**

This is a research seminar that begins with a series of common readings, after which students constitute themselves into research teams that explore the current state of the presidency in broad cultural perspective. Research topics may include: a survey of the books on the presidential family; media interpretations of the administration and the political process; the political uses of information technology, specifically the Web and social media; continuities and changes in voter behavior; the shifting powers of the presidency. This course is designed as a complement to Focus on the Presidency, and Focus 200 is a prerequisite for this course.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L98 AMCS 401 Race, Sex and Sexuality: Concepts of Identity**

This course examines changes in the meanings of three concepts of identity — race, sex and sexuality — from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century challenges to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Same as L77 WGSS 403

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA

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**L98 AMCS 4010 Pluralism, Liberalism and Education**

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340 or permission of instructor.

Same as L32 Pol Sci 4010

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 4011 Capstone Workshop**

Independent study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. Visit the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4012 Research Seminar: The Capstone Project**

This course is required for students seeking to earn additional credit for the completion of their Capstone Project. The scope and depth of the project, which the student began in L98 4011, must merit a two-semester time frame for completion and credit; in addition to the credits earned in L98 4011, students may earn an additional 1-3 credits in L98 4012. L98 4012 builds on L98 4011 and involves meetings and workshops during the final stages of their project preparation. Prerequisites: satisfactory standing as a candidate for a two-semester Capstone Project and permission of AMCS directors. Course will meet every other week, time/date to be determined based on participants' schedules.

Credit variable, maximum 3 units.

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**L98 AMCS 4020 The Legal Landscape in a Changing American Society**

This course is designed to examine the qualitative relationship between transformations in law in America and the structure of American values and behavioral patterns and in the institutions and culture of American law. The materials cover the structural aspects of the legal system and its place in American society and not the law's doctrinal features (i.e., the specific substantive areas of the law). Rather the course examines how the organization and functioning of the law incorporates the values and changes in the American society. To achieve this, the course topics include: (a) Americans' perceptions of their legal institutions and agents; (b) changing links between law and the mass media; (c) concerns about the jury system; (d) the use (and abuse?) of litigation and its alternatives (ADR); (e) inequalities in access to the legal system; and (f) the transformations within the legal profession, both in law firms and in the careers of attorneys.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 4023 Models of Social Science**

What distinguishes the social sciences from the natural sciences? What goals and assumptions do they share? Does studying "humans" with free will pose any problems for applying the methods of the natural sciences to the study of society? How do various social sciences — in particular anthropology, economics and political science — differ from one another? And where did the social sciences (both the disciplines and the conceptual issues) come from historically? These are the animating questions of this course. This class explores these questions in historical and contemporary perspective, as they relate to the rise of the social sciences as a set of academic disciplines. We set out the theoretical structure of the scientific method, paying particularly close attention to the relationships between theory and evidence, inference and hypotheses. Next we consider four problems and methods of the social sciences. These include questions of i) treating human beings as a rational actors; ii) attributing causal forces other than a person's own will to human behavior; iii) empirical observations and inference; and iv) the role of interpretation. In all four cases, we are interested in asking: Toward what solutions have these problems lead social scientists, and what other sets of difficulties do their solutions raise? We also pay particularly close attention to the role that concepts play in social analysis.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 403 Culture and History of the Southwestern United States**

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies are discussed.

Same as L48 Anthro 403

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L98 AMCS 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We shall explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Same as L32 Pol Sci 4030

Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH EN: S

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**L98 AMCS 4036 Children of Immigrants: Identity and Acculturation**

This seminar examines two sub-groups: child immigrants and the native-born children of immigrants. It interrogates cultural/ethnic identity, cultural adaptation, bilingualism and biculturalism, and challenges and achievements of this young generation through ethnography, literature, and sociological accounts. We aim to scrutinize the studies of the "1.5" generation and the second generation, and theories such as "segmented assimilation," across a wide range of ethnic groups, from people of East Asian origins to those with Latin American ancestries, by mainly focusing on their experiences in the United States.

Same as L97 IAS 4036

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L98 AMCS 4051 Political Representation**

In this class we study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem, what should representatives do? And how should institutions be designed to foster these normative ends? Readings provide a broad overview of the subject and address enduring questions, including problems of minority representation, voting rights and redistricting. Prerequisite: Pol Sci 106 or Pol Sci 107.

Same as L32 Pol Sci 4050

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Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH EN: S

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**L98 AMCS 4060 Sexual Health and the City: A Community-Based Learning Course**

In this community-based learning course, students partner with a St. Louis AIDS service organization (ASO) or sexual health agency to explore how the interrelationships among gender, class, race/ethnicity and sexual identity shape sexual health decisions, outcomes and access to services. Students also examine the complex relationship between men's and women's life goals and constraints, on the one hand, and the public health management of sexual health, on the other. In collaboration with their community partner and its clients, students develop a project that addresses an identified need of the organization and the community it serves. Course readings draw from the fields of anthropology, public health, feminist studies and policy making. Prerequisite: PHealth 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics or permission from the instructor, which is determined based on past student's experience in the fields of medical anthropology or sexual/reproductive health.

Same as L90 AFAS 406

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC EN: S

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**L98 AMCS 407 Democracy and the Rhetorical Society**

The growth of democracy around the world has placed renewed focus on the practice of democracy and the conditions under which democracy can work effectively as a method of cooperation and decision-making. In this seminar we step back and reflect on what it means to communicate, interact and govern together in a democratic society. With special emphasis on the role of rhetoric in democratic practice, we study a variety of classic and contemporary texts to see what is at stake in making democracy work in the 20th century.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L98 AMCS 4090 The Modernist Revolution in the Arts**

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the 20th century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Postmodern age? This course examines these and other questions as they relate to the theater, prose, poetry and the visual arts. Our investigation focuses on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism and Expressionism. We examine literary manifestoes that help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course is an interdisciplinary perspective. Among the luminaries whose work is considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka and Beckett.

Same as L15 Drama 409

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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**L98 AMCS 4101 Metropolitan Finance**

This course is an interdisciplinary examination of fiscal policies in metropolitan regions and the related public policies that can make them better or worse places for living and working. A particular focus is on the financial structures and arrangements — both public and private — that support or hinder quality of life in urban spaces. Core topics of study include the potential impact of decentralized governments on metropolitan economic development, determination of optimal arrangements for sharing fiscal responsibilities among levels of government,

evaluation of local revenue and expenditure decisions, and assessment of prospects and options for intergovernmental fiscal reform. The course is consistent in its approach to policy. Drawing on literature in sociology, education, public finance, community development, political economy and other related fields, the course readings and experiences explore how fiscal policies can and do affect urban dwellers and their well-being. This is a departure from many public finance courses. Such an approach leads to very different questions: How do liquor zoning regulations influence minority and nonminority children in schools? Should whites be paid to move into minority neighborhoods or vice versa? This approach to the study of metropolitan finance puts an emphasis on topics such as child care, public transportation, minimum wage, housing codes, street behavior, homelessness, incarceration, alcohol, sports stadiums, illicit drugs, tax abatements, water service, garbage collection, schools, higher education, sprawl and technological change, with consideration given to political, institutional and cultural factors. Students are required to attend hearings, meetings and other relevant functions associated with the development of public financial policy. Prerequisites: URST 299 and either junior standing or permission of the instructor. Same as L18 URST 4101  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 4120 Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left**  
The Black Panther Party remains one of the most iconic groups of the 1960s and 1970s. Perhaps one of the most understudied aspects of the Panther's legacy is their radical influence upon other American racial and ethnic groups, including Asian Americans, Mexican Americans, Puerto Ricans and American Indians, among others. This seminar considers the emergence of ethnic and racial nationalism among these various groups, as a result of their contact and relationship(s) with the Black Panther Party. Considering the politics of groups such as the Red Guard, the Brown Berets, the Young Lords and the American Indian Movement, this course charts the rise and fall of rainbow radicalism as a general offspring of the Black Power Movement and part and parcel of what is commonly referred to as "the New Left." It also considers these groups in relation to the State by probing the dynamic push and pull between repression and democracy. Ultimately, this course grants insight into the contemporary racial domain and current political landscape of America as we discuss how these groups helped to shape modern identity formations, discourses on multiculturalism and definitions of "minority," "diversity" and "equality."  
Same as L90 AFAS 4121  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L98 AMCS 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics**  
In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS is expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and

culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interaction between bio-medicine and alternative healing systems, and medical advances and hopes.  
Same as L48 Anthro 4134  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC  
EN: S

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**L98 AMCS 4135 Tobacco: History, Culture, Science, and Policy**  
Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window into trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.  
Same as L48 Anthro 4135  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L98 AMCS 416 Topics in American Culture Studies**  
Refer to semester listing for current topic.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 4181 Studying the City: Approaches to Social Research**  
In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.  
Same as L18 URST 418  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 4201 Topics in English and American Literature**  
Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.  
Same as L14 E Lit 420  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 4203 Civic Scholars Program Semester Four: Civic Engagement across the Lifespan**  
This is the fourth-semester course for students in the Civic Scholars Program of the Gephardt Institute for Civic and

Community Engagement. This culminating course provides students with the opportunity to integrate the Civic Scholars experience, explore civic engagement opportunities post-college, and discuss ethics and civic engagement. Through group discussions, readings, lectures and guest speakers, students: 1) understand civic engagement over the life course; 2) discuss ethics and civic engagement; and 3) develop a one-, five-, 10-, and 20-year civic vision. This 1-credit course meets weekly for one hour during the spring semester. Students are expected to take an active role in their learning through sharing their experiences, engaging with reading material, and participating in reflection exercises. Prerequisites: L98 3202, L98 3203 and L98 4202. CET (<https://gephardtinstitute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 1 unit. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L98 AMCS 4209 New Media Literacy and Popular Culture in Education**

At the closing of the 20th century, the "digital turn" began to shape how individuals learn, communicate and interact with one another. Current and emerging media technologies have continued to change how individuals (youth and adults alike) gather information; consume, produce and disseminate texts; and participate in both local and global communities through print- and screen-based platforms such as email, blog, podcast and mash-ups, among others. In this course, we explore what we mean by technology, the various types and uses of technology and the relationship of technology to literacy and education. We begin with characteristics of "new media" and consequences of the digital revolution. Then, we examine conceptualizations of literacy in a historical context — from literacy as reading and writing to literacy as multimodality, convergence and participation. Finally, we shift our inquiry to investigate how new media literacies and technologies are shaping (and are shaped by) different forms of popular culture in U.S. and international contexts, including parts of Asia, Australia, Europe, Africa, and North and South American. We make explicit the connections to education and explore possible directions for research and practice, including copyright and fair use issues present in educational settings. Readings, discussions and activities online and in actual communities culminate in individual- and class-based new media productions. Prerequisite: at least junior standing or permission of the instructor.

Same as L12 Educ 4211

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 4214 From Mammy to the Welfare Queen: African-American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L98 AMCS 4224 The 1904 St. Louis World's Fair: German and Austrian Art Exhibited**

The St. Louis World's Fair of 1904 (The Louisiana Purchase Exposition) was one of the greatest events of its time. At the beginning we will deal with the historical development that lead to the purchase of the Louisiana Territory in 1803, will review the developments of World's Fairs since 1851 and will have a look at the grand dimension of the 1904 World's Fair (connected with the Olympic Games). Of central importance are the Art Exhibits from Germany and Austria with their cultural-political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition against modern movements like Impressionism caused opposition in Germany. Austria was different: In their Art Nouveau Pavillion they included secessionists (Hagenbund). The Wiener Werkstaetten (Vienna's Workshops) attracted a lot of attention. Different from the paintings, German Arts and Crafts represented avant-garde movements. We will visit libraries, archives, and museums in St. Louis that have World's Fair holdings. The seminar is for advanced undergraduate students but beginning graduate students can take it with permission of the instructor. Course conducted in English. May not be taken for German major or minor credit.

Same as L97 IAS 4224

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L98 AMCS 4225 European Utopian Settlements in the American Midwest (1814-1864): Diversity and Antislavery**

During the first part of the 19th century, a number of utopian visionaries from Europe (Germany, France and England) tried to establish communities in the American Midwest. These colonies were based either on religious or philosophical/social ideals which could be traced back to interpretations of the Old and the New Testament or to Enlightenment principles of freedom and equality that had been propagated during the revolutions in Europe of 1789, 1830 and 1848 which in turn had been influenced by the American war of independence. These groups showed strong antislavery convictions. The Midwest was chosen since the areas in the vicinity of the confluence of the Mississippi and the Missouri were seen as open to new social experiments. Part of the seminar are field trips to the St. Louis-based Missouri History Library as well as to the St. Louis Public Library and one-day excursions to New Harmony in Indiana, Nauvoo in Illinois, and to small towns in Warren County, Missouri.

Same as L97 IAS 4225

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L98 AMCS 422A Film Stardom, Performance, and Fan Culture**

This course focuses on the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.

Same as L53 Film 422

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 4231 Topics in American Literature I**

Same as L14 E Lit 4231

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 4232 Slavery and the American Imagination**

Same as L14 E Lit 4232

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 4241 Topics in American Literature II**

This course offers an advanced introduction to both the literature and the concept of Modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks and Great Depression revisions — illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer and Richard Wright. A shorter list of critical essays highlight Modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, junior or senior standing is required.

Same as L14 E Lit 424

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 4243 The Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists

are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L98 AMCS 4244 Topics in African-American Literature: Texts and Contexts of the Harlem Renaissance**

Same as L14 E Lit 4244

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 424A Broadcasting Equality: Radio, Television and Social Change in Postwar America**

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African-American civil rights leaders often worked together to combat intolerance, bigotry and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *New World A-Coming*, *Amos 'n' Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Same as L53 Film 424

Credit 3 units. A&S IQ: HUM

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**L98 AMCS 425A Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM EN: H

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**L98 AMCS 4261 Politics of the Civil Rights Movement**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: Pol Sci 101B.

Same as L32 Pol Sci 426

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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**L98 AMCS 4280 History of Urban Schooling in the United States**

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general

and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.

Same as L12 Educ 4280

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L98 AMCS 4288 Higher Education in American Culture

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to national and regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.

Same as L12 Educ 4288

Credit 3 units. A&S: TH BU: HUM

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#### L98 AMCS 4289 Neighborhoods, Schools and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Same as L12 Educ 4289

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### L98 AMCS 428A The "Crossover" Tradition in Anglo-American Music Theater

The musical stage in the United States and Britain has remained a vital artistic and commercial arena over the past 100 years despite the emergence of mass media formats such as film and television. Audiences continue to clamor for stage stories where actors sing or singers act, and composers, writers, producers and directors have created a stunning variety of musical theater styles to meet the demand. This course surveys important English-language operas, operettas and singer-centered musicals from the turn of the 20th century to the start of the 21st with an emphasis on "crossover" works that blur the lines between opera and the commercial musical stage. All the works

included in the course continue to be performed today, forming a core repertory of music theater works in English that emphasize singers and singing. The overlapping, ever-changing spheres of the opera house and Broadway and West End theaters provide the geography of the course, which is peopled by performers, creators and audiences. In-class analysis of 14 works focuses on how the singing voice has been used as an expressive vehicle and how theater singers have adapted to an age of amplification and recording. Works studied include *Carousel*, *Sweeney Todd*, *The Phantom of the Opera*, *Show Boat*, *Candide*, *Street Scene*, *The Pirates of Penzance*, *The Light in the Piazza*, *My Fair Lady*, *Albert Herring*, *Porgy and Bess*, *The Most Happy Fella*, *Margaret Garner* and *The Student Prince*. In-class singing is encouraged as a means to get inside the musical and dramatic values of these works. Prerequisites: ability to read music, and graduate or upper-division standing.

Same as L27 Music 4282

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L98 AMCS 4291 The American Renaissance

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Same as L14 E Lit 426

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L98 AMCS 4292 Polarization in American Politics

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance. Prerequisites: Pol Sci 101B Intro to American Politics, Pol Sci 363 Quantitative Political Methodology or equivalent.

Same as L32 Pol Sci 4291

Credit 3 units.

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#### L98 AMCS 4301 American Literature from 1855-1921

Same as L14 E Lit 429

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L98 AMCS 431 Modernism and Postmodernism in American Literature

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing.

Same as L14 E Lit 428

Credit 3 units. A&S: TH Art: HUM

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#### L98 AMCS 4315 Culture, Language and the Education of Black Students

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Same as L12 Educ 4315  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L98 AMCS 4340 Topics in Drama: 19th-Century American Drama**

Varies from semester to semester.  
Same as L14 E Lit 434  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L98 AMCS 436A Black Sexual Politics**

Borrowing from Patricia Hill Collins' perspective in *Black Sexual Politics*, this seminar examines the historic and popular understandings of black sexuality and how they maintain color line, as well as threaten to spread what Hill Collins refers to as a "new brand of racism." Particularly, this course engages questions about sexuality that have only begun to be discussed with African-American Studies and the larger public sphere. Taking the intersections of identities very seriously, this course interrogates the ways in which these constructions have affected black women, while also being attentive to how "others" are implicated within discourses of black sexuality. Similarly, we will also engage the various distortions of black men — depictions of the black and masculine as almost always violent, sexually and socially irresponsible, brutish, questionable and unfaithful. Together we will use various critical texts and media to better understand the impact and the importance of visual and material images in the interplay of race, sex and politics in contemporary America.  
Same as L77 WGSS 436  
Credit 3 units. A&S IQ: SSC, SD EN: S

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**L98 AMCS 4370 Music and Performance**

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater, and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4390 Literary Theory**

Literary Theory course  
Same as L14 E Lit 439  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4392 Capitalism and Culture: New Perspectives in Economic Anthropology**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.  
Same as L48 Anthro 4392  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC EN: S

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**L98 AMCS 441 In the Field: Ethnographic and Qualitative Methods**

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences and describe the types of social organization (for example, gender relations, class systems, racial divisions or cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project, and in the process they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 442 Oil Wars: America and the Cultural Politics of Global Energy**

This seminar explores the historical, cultural and political relationship between America and global energy, focusing specifically on oil and natural gas. Our central objective is to examine how oil and natural gas shape our own lives and entangle us in the cultural, political and economic lives of the rest of the world. We ask what anthropological and social science approaches might contribute to our understanding of a situation that has become, in most popular terms, a national "crisis" of global dimensions.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 444 Seminar**

Rotating upper-level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.  
Same as L15 Drama 445  
Credit 3 units. A&S: LA A&S IQ: HUM

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**L98 AMCS 4450 Readings in American Literature**

Same as L14 E Lit 445  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4455 Ethnographic Fieldwork**

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields, developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work contributes to the ongoing "St. Louis Schools' Ethnographic Documentation Project."

Same as L48 Anthro 4455

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 4456 Ethnographic Fieldwork: Energy Politics**

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices

Same as L48 Anthro 4456

Credit 3 units. Arch: SSP Art: SSP

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**L98 AMCS 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism and atheism from the Enlightenment forward to the present. Topics emphasized include: the relationship between believers and nonbelievers, the civil liberties of atheists, religion in the public schools, social radicalism and women's rights, and the more recent growth of religious disaffiliation and public atheism. The course considers not only the intellectual dimensions of freethinking unbelief but also the broader politics of secularism in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S: TH A&S IQ: HUM Arch: SSP Art: SSP EN: H

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**L98 AMCS 4501 Tennessee Williams Playwright**

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L98 AMCS 4510 American Television Genres**

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce, or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers, and creative professionals. Investigating genres ranging from the soap opera to the western, workplace situation comedies to sports, and game shows to cop shows, this course explores the role of genre in the production, distribution and reception of

American television. Students gain a critical understanding of genre theory and key arguments about the form and function of television texts and develop a set of tools for analysis of televisual narrative and style, the social uses and meanings of genre, the institutional practices and presumptions of the American television industry, and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence, and globalization. Required screenings.

Same as L53 Film 451

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L98 AMCS 451B Controversies in Criminal Law and Criminal Justice: Homicide**

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community. Prerequisite: senior standing.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L98 AMCS 452 Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education**

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender, and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Same as L90 AFAS 4511

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 4520 Industrial Organization**

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011.

Same as L11 Econ 452

Credit 3 units. A&S: SS A&S IQ: SSC

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**L98 AMCS 4521 Immigration, Identity and New Technology**

This course examines how immigration is being transformed by changes in information and communication technology. With these new technologies, immigrants can stay in contact with family and friends much more easily, travel to and maintain relationships in their home countries, and form bonds with other immigrants in the new country. How do these changes affect how immigrants view themselves in their new countries? Are they more or less likely to settle permanently? Do they change their patterns of political participation? We will answer these and other questions using literature from sociology, communication, psychology, anthropology and political science. Students will be expected to explore internet sources as well as traditional materials.

Same as L97 IAS 452

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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**L98 AMCS 4522 Topics in American Politics: The Voting, Campaigns and Elections**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.  
Same as L32 Pol Sci 4522  
Credit 3 units. A&S: SS

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**L98 AMCS 4523 Teaching Adults in Community Settings**

Communities possess a vast and varied choice of learning opportunities for the citizens, whose participation as volunteers, communicators, facilitators, mentors, leaders and instructors can enhance their own lives as well as the life of the community. This course helps students acquire the knowledge, skill sets, habits of mind, and learning strategies necessary for understanding the adult learner and the effective design of learning for personal and professional growth by adults in a variety of community settings. We inventory the class members' interests in specific community contexts so that we can work with those settings in mind throughout the semester. Discussion of learners' needs and peer practice of appropriate, effective instructional and learning strategies provide experience, new perspectives and opportunities for reflection. Course work serves as preparation for the final project, which is to create an instructional plan for adult learners that addresses a specific community learning need or situation.  
Same as L12 Educ 4521  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L98 AMCS 453 Sociology of Education**

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.  
Same as L12 Educ 453B  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA, ETH

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**L98 AMCS 454 Environmental Policy**

This course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.  
Same as L11 Econ 451  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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**L98 AMCS 4540 American Film Melodrama and the Gothic**

American film melodrama has been considered both the genre of suffering protagonists, incredible coincidences, and weeping spectators as well as a mode of action, suspense, and in-the-nick-of-time rescues. In this course, we examine American film

melodrama as a dialectic of sentiment and sensation which draws heavily on Gothic tropes of terror, live burial, and haunted internal states. We trace the origins of film melodrama and the cinematic Gothic to their literary antecedents, the horrors of the French Revolution, and classical and sensational stage melodramas of the 19th century. In addition to the 1940s Gothic woman's film cycle, we excavate the Gothic in the maternal melodrama, the suspense thriller, film noir, domestic melodrama, the slasher film, and the supernatural horror film. Required screenings.  
Same as L53 Film 454  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4551 Seminar in Political Economy**

This research seminar will introduce the student to recent work on the political economy of democracy. We shall start with a historical account of the development of democratic institutions in Britain and the United States, and then continue with recent work on modeling elections. We shall compare elections in countries that make use of proportional electoral systems, such as Israel, with those like the United States and Britain that are highly majoritarian. Finally, we shall discuss the forces of democratization and globalization. The required work for the seminar is a research paper approximately 20 pages (double-spaced) in length.  
Same as L32 Pol Sci 4551  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L98 AMCS 456 Topics in American Politics: Supreme Court**

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts.  
Same as L32 Pol Sci 451  
Credit 3 units. A&S: SS

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**L98 AMCS 457 American Film Genres**

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings Tuesdays at 4 p.m.  
Same as L53 Film 450  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L98 AMCS 4584 Contemporary American Fiction**

Same as L14 E Lit 4584  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4591 Philosophies of Education**

An examination of distinct educational philosophies (traditional, progressive and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such

recent themes as gender relations and education, democracy and education, and moral values and education. Seminar format. Same as L12 Educ 459F  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L98 AMCS 460 Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decisionmaking; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.  
Same as L11 Econ 460  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 4608 The Education of Black Children and Youth in the United States**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.  
Same as L12 Educ 4608  
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM EN: H

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**L98 AMCS 4612 Topics in Eng Lit I**

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.  
Same as L14 E Lit 461  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L98 AMCS 461B The Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.  
Same as L90 AFAS 461B  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L98 AMCS 462 Politics of Education**

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities, and practices are promoted, and others, not.  
Same as L12 Educ 462  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 4620 Topics in English Literature II: Travel and Colonization in the Early Modern Period**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.  
Same as L14 E Lit 462  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L98 AMCS 4621 The Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification.  
Same as L12 Educ 4621  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L98 AMCS 470 American Intellectual History Since 1865**

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-911 America.  
Same as L22 History 469  
Credit 3 units. A&S: TH A&S IQ: HUM

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**L98 AMCS 472 American Art and Culture, 1945-1960**

The rise and "triumph" of Abstract Expressionism has long dominated the story of American art following World War II. This seminar puts Abstract Expressionism into context with parallel developments in the arts, photography and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Abstract Expressionism; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A-bomb. Prerequisites: a 300-level course on 20th-century art, photography or history, or permission of the instructor.  
Same as L01 Art-Arch 4721  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L98 AMCS 474 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the president's political

and policy-making roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4744 TransAmerica: The US and Mexico between the Wars**

Many areas of 20th century U.S. culture between World Wars I and II were inspired by post-revolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the U.S. Among artists, writers, anthropologists and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. The seminar supports travel to Mexico City, funded by the art history and archaeology department. Must be a graduate student, or an undergraduate major or minor in art history and archaeology. Recommended courses: one 300- or 400-level course in 20th-century U.S. art or history; or one relevant course in Latin American Studies program.

Same as L01 Art-Arch 4744

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L98 AMCS 476 The City in American Arts and Popular Culture**

Using visual media — painting; prints and illustration; film and animation — along with studies of vaudeville and other forms of popular and mass entertainment, this seminar analyzes the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we consider such issues as the relationship between work and leisure, and between high culture and popular arts. We look at critiques and celebrations as well as at how the popular arts help the ordinary man and woman to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor.

Same as L01 Art-Arch 475

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L98 AMCS 4785 Art and Culture in 1920s America**

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States: how artists and critics thought about the nature of our cultural heritage — its rich possibilities and its limitations; the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: Art-Arch 112 or permission of instructor.

Same as L01 Art-Arch 4785

Credit 3 units. A&S: TH Art: AH

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**L98 AMCS 4792 Globalization and National Politics**

This seminar examines globalization and its interaction with national politics. The movements of ideas, capital, goods, services, production and people across national borders provide a skeletal framework for the global political economy. Politicians, policymakers and societies discover new opportunities, but also dilemmas, as expanding interdependence challenges traditional notions of sovereignty and national policy autonomy. Prerequisite: Pol Sci 102 or Pol Sci 103.

Same as L32 Pol Sci 4792

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L98 AMCS 4803 Geographic Information Systems (GIS), Landscape, and Spatial Analysis in Archaeology**

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct and analyze this relationship in a virtual environment.

Same as L48 Anthro 4803

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L98 AMCS 4851 Topics in American Jewish Studies**

Same as L75 JINE 4851

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 485A Advanced Seminar: Prisons, Politics and Activism**

Prison reformers argue that de-criminalizing nonviolent offenses will be enough to reduce mass incarceration, while prison abolitionists argue that we need to dismantle the entire carceral state in the U.S., which is maintained by a racially stratified system of public schooling, housing, employment and health care. What is at stake in these debates? Are we seeking to promote basic humanity, racial and gender equality or utopian visions of rehabilitation? This course seeks to historically contextualize prison reform and abolitionism from the 13th Amendment's re-articulation of slavery to current resistance to mass incarceration. Special attention will be paid to the intersections between the prisoner's rights movement and the Black & Brown Power, feminist, queer and disability movements. Same as L22 History 4851

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L98 AMCS 487 Topics in American History**

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of

the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st-century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Same as L22 History 487

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L98 AMCS 4878 Cold War Cultures, U.S. and Europe, ca. 1945-1955**

This seminar examines the art worlds that emerged in France and Germany after the end of World War II, and the ensuing dialogue with the United States, newly established as the most influential center for art and culture. We consider the social and political conditions of the postwar years, along with the aesthetic, cultural, and philosophical reactions to the devastating consequences brought about by World War II. We pay particular attention to the intellectual and ideological debates that would — by 1949 — give rise to the extreme polarities between East and West, democracy and communism — in short, the confrontations that distinguish the Cold War. Artists such as Jackson Pollock and Willem de Kooning in the United States, Hans Hartung and K.O. Götz in Germany, and Jean Fautrier and Alberto Giacometti in France will be examined, as well as the broader artistic movements that are known under such labels as Abstract Expressionism, Informel, Tachisme, or Un art autre. Prerequisites: L01 Art-Arch 112 Intro to Western Art, L01 Art-Arch 211 Intro to Modern Art, or L01 Art-Arch 215 Intro to Modern Art, Architecture and Design; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4878

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L98 AMCS 4908 Advanced Seminar: Women in the History of Higher Education and Professions**

An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper, based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisite: junior standing or above; some background in American history.

Same as L12 Educ 440

Credit 3 units. A&S: TH, SD

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**L98 AMCS 4982 Public Art: History, Practice, Theory**

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We survey not only the obvious forms of public art in urban sculpture and mural painting, but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 Art-Arch 112 Introduction to Western Art or L01 Art-Arch 211 Introduction to Modern Art; one 300-level course in art history preferred, or permission of instructor.

Same as L01 Art-Arch 4982

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L98 AMCS 4984 The Problem of New World Freedom: The Age of Democratic Revolution in the United States and the Americas**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Same as L22 History 4984

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L98 AMCS 4992 The Business of Us All: In/equality in Theory and Practice**

This course uses a transdisciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate health care; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.

Same as I50 InterD 4992

Credit 3 units. A&S IQ: LCD EN: H

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**L98 AMCS 49MA Advanced Seminar: Visual Culture and American History**

How does United States history look different with visual culture at the center of the story? Focusing on the 19th century in particular, this course investigates how images and other visual objects did not simply reflect, but also shaped society,

culture, politics, ideas and identities. The course moves from the Revolution to the mass-culture society of the early 20th century. During this period, America experienced a litany of profound transformations in the growth of cities to the emancipation of slaves.

Same as L22 History 49MA

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L98 AMCS 49PK The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L98 AMCS 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production

This course focuses on the long history of black chattel slavery in America, from origins to emancipation. The course foregrounds the struggles over power, life and death, that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor, reproduction, law, property and dispossession, racial and gender domination, sexual abuse and usurpation, psychological terror and interdependency, containment and marooning, selfhood and nationality, agency, revolutionary liberation and millennial redemption.

Same as L22 History 49SA

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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### L98 AMCS 479 On Location: Exploring America

Every summer, AMCS travels to a new location to explore fundamental questions of national identity and meaning through the study of the interdependent relationship between culture and place. By visiting landmarks, historic sites, museums, memorials, etc. — sites best understood through direct engagement with consideration of their rich material, historical, political, and social meanings — students become in-the-field observers and learn from local experts and faculty. Past On Location destinations have included: California, Hawaii, New York City, Washington D.C., the "Industrial Southwest," and American Indian landmarks. For more information and a description of past travel sites, please visit our website (<http://amcs.wustl.edu/academics/onlocation.php?sec=about>).

## Anthropology

Anthropology offers the opportunity to study human existence in the present and the past and to explore how and why humans vary in their behaviors, cultures and biology. Students choose to study anthropology because they want to understand some of the most intriguing and troubling issues faced by modern society: the origin and meaning of ethnic and gender differences; the role of institutions in social, political and economic life; learned vs. innate behavior; the similarities and differences among human societies; and the meaning of religion, community and family.

The Department of Anthropology offers courses in the four subfields of anthropology: archaeology, biological anthropology, sociocultural anthropology and linguistics.

The faculty in the anthropology department are active in research around the world and bring a diversity of experiences to their teaching.

- Faculty research expertise in archaeology includes the origins of food production; the cultures of prehistoric North, Central and South America; African and Central Asian prehistory; environmental archaeology; geographic information systems (GIS).
- Biological anthropology faculty focus on the evolution of humans and on the ecology, behavior and evolution of nonhuman primates.
- Sociocultural faculty conduct research on a wide range of topics, including states, societies and beliefs; political ecology, demography, fertility and population; sociolinguistics; medical anthropology and public health; bodies, gender and sexuality; science and technology, mind and cognition; and religion and politics.

**Contact:** Kirsten Jacobsen  
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## Faculty

### Chair

**T.R. Kidder** ([http://anthropology.artsci.wustl.edu/kidder\\_tr](http://anthropology.artsci.wustl.edu/kidder_tr))  
Edward S. and Tedi Macias Professor in Arts & Sciences  
PhD, Harvard University

### Endowed Professors

**John Baugh** ([http://anthropology.artsci.wustl.edu/baugh\\_john](http://anthropology.artsci.wustl.edu/baugh_john))  
Margaret Bush Wilson Professor in Arts & Sciences  
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**John R. Bowen** ([http://anthropology.artsci.wustl.edu/bowen\\_john](http://anthropology.artsci.wustl.edu/bowen_john))

Dunbar-Van Cleve Professor in Arts & Sciences  
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**Pascal R. Boyer** ([http://anthropology.artsci.wustl.edu/boyer\\_pascal](http://anthropology.artsci.wustl.edu/boyer_pascal))

Henry Luce Professor of Collective and Individual Memory  
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**Fiona Marshall** ([http://anthropology.artsci.wustl.edu/marshall\\_fiona](http://anthropology.artsci.wustl.edu/marshall_fiona))

James W. and Jean L. Davis Professor in Arts & Sciences  
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**Richard J. Smith** ([http://anthropology.artsci.wustl.edu/smith\\_richard](http://anthropology.artsci.wustl.edu/smith_richard))

Ralph E. Morrow Distinguished University Professor  
PhD, Yale University

**Erik Trinkaus** ([http://anthropology.artsci.wustl.edu/trinkaus\\_erik](http://anthropology.artsci.wustl.edu/trinkaus_erik))

Mary Tileston Hemenway Professor in Arts & Sciences  
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**Lewis Wall** ([http://anthropology.artsci.wustl.edu/wall\\_lewis](http://anthropology.artsci.wustl.edu/wall_lewis))

Selina Okin Kim Conner Professor in Arts & Sciences  
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DPhil, Oxford University

**James V. Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))

Marshall S. Snow Professor in Arts & Sciences  
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## Professors

**Lois Beck** ([http://anthropology.artsci.wustl.edu/beck\\_lois](http://anthropology.artsci.wustl.edu/beck_lois))

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## Associate Professors

**Peter Benson** ([http://anthropology.artsci.wustl.edu/benson\\_peter](http://anthropology.artsci.wustl.edu/benson_peter))

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**Bradley P. Stoner** ([http://anthropology.artsci.wustl.edu/stoner\\_bradley](http://anthropology.artsci.wustl.edu/stoner_bradley))

MD, PhD, Indiana University

## Assistant Professors

**Sarah Baitzel** ([http://anthropology.artsci.wustl.edu/baitzel\\_sarah](http://anthropology.artsci.wustl.edu/baitzel_sarah))

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**Talia Dan-Cohen** ([http://anthropology.artsci.wustl.edu/dan-cohen\\_talia](http://anthropology.artsci.wustl.edu/dan-cohen_talia))

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**Xinyi Liu** ([http://anthropology.artsci.wustl.edu/liu\\_xinyi](http://anthropology.artsci.wustl.edu/liu_xinyi))

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**Krista Milich**

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**Priscilla Song** ([http://anthropology.artsci.wustl.edu/song\\_priscilla](http://anthropology.artsci.wustl.edu/song_priscilla))

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PhD, Harvard University

**Emily Wroblewski**  
PhD, University of Minnesota

### Senior Lecturer

**John Kelly** ([http://anthropology.artsci.wustl.edu/kelly\\_john](http://anthropology.artsci.wustl.edu/kelly_john))  
PhD, University of Wisconsin-Madison

### Lecturers

**Johnelle Lamarque**  
PhD, Rutgers University

**Heather O'Leary**  
PhD, University of Minnesota

### Adjunct Associate Professors

**Carolyn Lesorogol** (<http://brownschool.wustl.edu/Faculty/FullTime/Pages/CarolynLesorogol.aspx>)  
PhD, Washington University

**M. Priscilla Stone** (<http://studyabroad.sit.edu/sn/sit-faculty-staff/faculty-bios/m-priscilla-stone>)  
PhD, University of Arizona

### Professors Emeriti

**David L. Browman** ([http://anthropology.artsci.wustl.edu/browman\\_david](http://anthropology.artsci.wustl.edu/browman_david))  
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**Pedro C. Cavalcanti**  
PhD, University of Warsaw

**James M. Cheverud** ([http://anthropology.artsci.wustl.edu/cheverud\\_james](http://anthropology.artsci.wustl.edu/cheverud_james))  
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**G. Edward Montgomery**  
PhD, Columbia University

**Patty Jo Watson** ([http://anthropology.artsci.wustl.edu/watson\\_pattyjo](http://anthropology.artsci.wustl.edu/watson_pattyjo))  
Edward Mallinckrodt Distinguished University Professor Emerita  
PhD, University of Chicago

## Majors

### The Major in Anthropology

- Students should register under the L48 code for any courses that will count toward the major or minor.

- Courses taken pass/fail and courses in which a student earned less than a C- do not fulfill the major or minor requirements.
- Anthropology courses taken in University College (U69) can be counted toward the major or minor. Required courses and courses listed as electives for the Global Health and Environment (GHE) track that are offered in University College can be counted toward the GHE track major or minor. Online courses through University College do not count toward the major or minor.

**Total units required:** 34 units

- Required courses:** 10 units

| Code        | Title   | Units |
|-------------|---|-------|
| Anthro 150A | Introduction to Human Evolution                 | 3     |
| Anthro 160B | Introduction to Cultural Anthropology           | 3     |
| Anthro 190B | Introduction to Archaeology                     | 3     |
| Anthro 397  | Proseminar: Issues and Research in Anthropology | 1     |
| Total Units |   | 10    |

- Elective courses:** 24 advanced units (300-level or higher) of which 9 units must be at the 400 level.

### Optional Anthropology Major Track: Global Health and Environment

Anthropology majors may choose an optional track within the major called Global Health and Environment if the students' interests lie primarily within this area of anthropology. The Global Health and Environment major track provides strong training for professional and graduate study. Students enrolled in the Global Health and Environment track must complete the anthropology major required courses and the Global Health and Environment required and elective courses as outlined below.

**Total units required:** 34 units

- Required courses:** 16 units

**Departmental requirements:** 10 units

| Code        | Title   | Units |
|-------------|---|-------|
| Anthro 150A | Introduction to Human Evolution                 | 3     |
| Anthro 160B | Introduction to Cultural Anthropology           | 3     |
| Anthro 190B | Introduction to Archaeology                     | 3     |
| Anthro 397  | Proseminar: Issues and Research in Anthropology | 1     |
| Total Units |   | 10    |

**Global Health and Environment Track requirements:** 6 units

| Code        | Title                         | Units |
|-------------|-------------------------------|-------|
| Anthro 3283 | Introduction to Global Health | 3     |

Anthro 361 Culture and Environment 3

- **Elective courses:** 18 advanced units (300-level or higher) of which 9 units must be at the 400 level — taken from the approved list of GHE electives (available on our website (<http://anthropology.artsci.wustl.edu/global-health-and-environment-track>)).

Students may petition to have up to 6 study abroad credits count toward the electives in the GHE major track. Students should contact Alyse Kuhlman ([kjacobsen@wustl.edu](mailto:kjacobsen@wustl.edu)), study abroad coordinator for the anthropology department, to discuss the requirements for study abroad credit.

Students also must petition to count a thesis course (either Anthro 4951 or Anthro 4961), independent study course (either Anthro 490 or Anthro 491), or internship (Anthro 300) toward the major. Please contact Kirsten Jacobsen ([kjacobsen@wustl.edu](mailto:kjacobsen@wustl.edu)) for a petition form.

### Additional Information

**Internships:** Anthropology majors can gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semesters.

**Research:** Many anthropology courses include research components and final projects. Majors also can take part in research and gain credit through approved independent study with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology and primate studies.

**Senior Honors:** Students who wish to conduct a research project for Latin Honors and who have the minimum GPA of 3.65 and the approval of a faculty adviser may be enrolled in the honors program. Latin Honors involves both demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, Anthro 4951 and Anthro 4961, are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 400-level course requirement for the major.

**Study Abroad:** The department recognizes and accepts courses from a number of semester or year abroad programs. Specific information on study abroad (<http://anthropology.artsci.wustl.edu/undergraduate/major/global-education>) policies is available on the anthropology department website or by consultation with the study abroad coordinator.

**Transfer Credit:** Students who wish to transfer credits from other institutions, including those abroad, must have approval from the curriculum coordinator.

## Minors

### The Minor in Anthropology

- Students should register under the L48 code for any courses that will count toward the major or minor.
- Courses taken pass/fail and courses in which a student earned less than a C- do not fulfill the major or minor requirements.
- Anthropology courses taken in University College (U69) can be counted toward the major or minor. Required courses and courses listed as electives for the Global Health and Environment (GHE) track that are offered in University College can be counted toward the GHE track major or minor. Online courses through University College do not count toward the major or minor.

**Total units required:** 18 units

- **Required courses:** 6 units

Minimally, two of the following three courses; recommended that all three be taken:

| Code        | Title                                 | Units |
|-------------|---------------------------------------|-------|
| Anthro 150A | Introduction to Human Evolution       | 3     |
| Anthro 160B | Introduction to Cultural Anthropology | 3     |
| Anthro 190B | Introduction to Archaeology           | 3     |

- **Elective courses:** 12 additional units, at least 9 of which must be at the 300 level or higher.

### Optional Anthropology Minor Track: Global Health and Environment

Anthropology minors may choose an optional track called Global Health and Environment if the student's interests lie primarily within this area of anthropology. The Global Health and Environment minor track provides a solid foundation for those who might be interested in professional and graduate study but who do not choose to major in anthropology. Students enrolled in the Global Health and Environment minor track must complete the anthropology minor requirements listed below as well as elective courses as outlined.

**Total units required:** 18 units

- **Required courses:** 9 units

**Departmental requirement:** 3 units

Any 100-level introductory anthropology course from the following list:

| Code        | Title                                 | Units |
|-------------|---------------------------------------|-------|
| Anthro 150A | Introduction to Human Evolution       | 3     |
| Anthro 160B | Introduction to Cultural Anthropology | 3     |
| Anthro 190B | Introduction to Archaeology           | 3     |

**Global Health and Environment Track requirement:** 6 units

| Code        | Title                         | Units |
|-------------|-------------------------------|-------|
| Anthro 3283 | Introduction to Global Health | 3     |
| Anthro 361  | Culture and Environment       | 3     |

- **Elective courses:** 9 units taken from the approved list of GHE electives (available on our website (<http://anthropology.artsci.wustl.edu/minor-requirements-ghe-track>)).

## Courses

Visit online course listings to view semester offerings for L48 Anthro (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L48&crslvl=1.4>).

### L48 Anthro 130 Freshman Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion and Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia also can be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM

### L48 Anthro 132 Freshman Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies and Global Civilization

The past history of humanity is littered with the stories of societies whose peoples experienced prosperity and fluorescence followed by decline and catastrophe. In the present, an age of information and rapid change, public intellectuals offer broad and detailed visions of what took place in the past, what is happening now, and what the trends suggest for the future. This course looks at the efforts of two prominent public intellectuals, economist Lester Brown and geographer Jared Diamond. In this course we look at Brown's work in its latest incarnation, Plan B 4.0. We discuss this in light of current events. We then look at Jared Diamond's book *Collapse, How Societies Choose to Fail or Succeed* and critical response to that book by experts. The professor includes a personal perspective as an archaeologist working with the ancient Maya civilization. The Maya are famous for the ninth-century AD collapse of their Classic civilization. The readings provide the basis for discussion of the challenges we face in understanding the life histories of societies and discerning what we can conclude about the future from their experiences.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

### L48 Anthro 141 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 Anthro 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

### L48 Anthro 142 Medicine and Society

This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The course builds upon material introduced in Anthro 141 and provides greater ethnographic context for the cross-cultural study of health and illness. 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 sciences approaches; ecology of health and development; and cross-cultural health studies of language, gender and race/ethnicity. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

### L48 Anthro 150A Introduction to Human Evolution

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

### L48 Anthro 160B Introduction to Cultural Anthropology

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S UColl: NW

### L48 Anthro 161 Gender, Youth, and Global Health

Through in-depth case studies, this course provides an introduction to gender-specific issues in the context of childhood and adolescence, poverty, and global health. Students will learn to identify how gender and gender differences affect conditions of life in the areas of reproductive health, nutrition, conflict, access to health care, and the social determinants of health,

especially for young people. Students will learn to analyze health conditions and disparities in relation to both the micro dynamics of local worlds and the macro dynamics of large-scale social forces in the postcolonial global field. Additionally, they will come to understand the current challenges that global health practitioners and institutions confront in achieving gender equity and the current efforts toward closing the gap. These learning objectives will be achieved using lectures, but also discussions-based sessions and Skype-based interactions with NGOs and experts who are currently working in the field.

Same as I50 InterD 160

Credit 3 units. A&S IQ: SSC, SD EN: S

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#### L48 Anthro 170D Introduction to Linguistics

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Same as L44 Ling 170D

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

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#### L48 Anthro 174 Medicine East and West: Comparing Health Care in the U.S. and China

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course are exposed to a broad range of topics dealing with health and health care in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class are prepared to understand and address ongoing health care concerns affecting U.S. and Chinese society.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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#### L48 Anthro 190B Introduction to Archaeology

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented and why, and the importance of the past as it relates to the present and future.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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#### L48 Anthro 212 Archaeological Fantasies and Hoaxes

American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype and valid archaeological research? What potential merit do films, TV-oriented documentaries and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tools for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwary public. Anthropology majors and nonmajors are all welcome, as are sophomores and motivated first-year students who have not yet declared majors.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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#### L48 Anthro 2151 Language, Culture and Society

This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format alternates between "classic" theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA

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#### L48 Anthro 227 Topics in Native-American Culture: The Native-American Experience

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.

Same as L98 AMCS 227

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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#### L48 Anthro 260 Topics in Health and Community

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students.

Credit 1 unit.

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#### L48 Anthro 261 Migrations in Past and Present: an Introduction to Migration Studies

The course, grounded in a multidisciplinary approach, provides an introduction to the study of migration, featuring significant mass movements in the past 150 years and crucial concepts of historical and theoretical analyses of the movement of people. Course units explore continuities, trends and shifts in human migration and migration policy and how they affect individual immigrants' lives. A variety of sources, such as oral history, films, novels, legal documents and scholarly secondary analysis help students to consider different perspectives on internal

and international migrations, from the individual migrant to civil society, from political regulation to economic consideration. Throughout the course, students deepen their understanding of migration as a result of social transformation, force or individual choice. We study concepts of the nation-state and citizenship, the political economy of migration, gender, sexuality and migration, and notions of identity and social inclusion more generally to build a sound critique of contemporary discourses on immigration.

Same as L97 IAS 260

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L48 Anthro 2653 Health Care Challenges in Modern China**

As the most populous country in the world, China has many challenges regarding medicine, health and health care delivery. In this course several major health care challenges facing China are explored. Students have the opportunity to learn not just from published research and class discussion but also from the perspectives of those who spend their lives studying the social, political, and cultural dynamics of these issues as well as those who devote their careers to the practice of health care in China. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 1 unit. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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**L48 Anthro 290 Independent Study**

Designed to give undergraduates research experience in the various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research will be done.

Credit variable, maximum 3 units. Art: SSC

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**L48 Anthro 300 Internships in Anthropology**

Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students are evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may be taken only one time. Prerequisites: 9 hours of anthropology and permission of department.

Credit 3 units.

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**L48 Anthro 302B Peoples and Cultures of the Middle East**

This course introduces the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq and Iran. We access this material through short stories, poetry, biographies, essays, videos, blogs and political and anthropological reports.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

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**L48 Anthro 3036 Migration and Modernity: Human Mobility, Identity and State Formation — Russian/Soviet/post-Soviet Context**

This class introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this class, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside the historically grounded overview, the class explores concepts of citizenship, diaspora, nationality policy, gender specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Same as L97 IAS 384

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L48 Anthro 305 Anthropology of India**

An introduction to the societies and cultures of India through its social margins. Our approach will leverage scholarship from many fields, highlighting the strengths and limitations of singular-discipline analyses and universalized histories. Ethnographic narratives will be woven into historical accounts of major cultural shifts. Students will learn to evaluate and apply multivocal perspectives on larger global issues that have transformed India since the end of colonization, including demographic, economic, social, cultural, political, and religious change. Topics will include population and life expectancy, civil society, social-moral relationships, caste and communalism, youth and consumerism, the new urban middle class, environment and health, tourism, public and religious cultures, social activism, politics and law.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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**L48 Anthro 3051 Anthropology of Tibet and the Himalayas**

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course explores the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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**L48 Anthro 3055 Contemporary Chinese Culture and Society**

This course provides an introduction to emerging trends in Chinese culture and society. We explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we focus on the post-Mao reform era (1978 to the present), we consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary

China, introducing students to key concepts, theories and frameworks integral to the analysis of Chinese culture and society. Readings, lectures and discussions highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption and globalization.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC  
Art: SSC BU: IS EN: S

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#### L48 Anthro 3056 Material Culture in Modern China

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life. Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC EN: S

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#### L48 Anthro 306B Africa: Peoples and Cultures

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC BU: HUM, IS

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#### L48 Anthro 307A Human Variation

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S: NS, SD, QA A&S IQ: NSM, AN, SD Arch:  
NSM Art: NSM BU: SCI

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#### L48 Anthro 3092 Indigenous Peoples and Movements in Latin America

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC  
Art: SSC BU: IS

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#### L48 Anthro 3093 Anthropology of Modern Latin America

A survey of current issues in the anthropological study of culture, politics and change across contemporary Latin America and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.–Latin American relations. Attention is given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC BU: IS EN: S

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#### L48 Anthro 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas — the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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#### L48 Anthro 310C Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: SSC BU:  
HUM

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#### L48 Anthro 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC  
BU: IS EN: S

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**L48 Anthro 314B First Americans: Prehistory of North America**

The predecessors of the Eskimo, Northwest Coast Indians, Pueblo mound builders and other North American Indians. Concentrates on deductions from archaeological data for cultural development.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:  
BA EN: S

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**L48 Anthro 3151 Evolution of the Human Diet**

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: SCI EN: S

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**L48 Anthro 3154 Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

This course will explore how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality and ethnic identity. We'll raise questions like: What has led to sex trafficking in Nepal? Can information technology solve India's social problems and unemployment? What is biopiracy, and how are South Asian activists challenging the global corporatization of world food and water supplies? Readings, films and discussions will take us to countries like Bangladesh, Nepal, Pakistan, Sri Lanka and India.

Same as L97 IAS 315

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC BU: IS EN:  
S

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**L48 Anthro 3156 Topics in Chinese Social Development at Fudan**

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 3158 South Asian Religious Traditions**

The Indian subcontinent is home to Hindu, Islamic, Buddhist, Jain, and Sikh traditions, among others. In this course we explore several traditions that are vital to life in India, Pakistan and beyond. We first encounter each tradition through narrative, with the support of visual media. We then explore how contemporary adherents make these traditions meaningful for themselves — in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will have the opportunity for creative projects or individual research.

Same as L23 Re St 312

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H UColl: NW

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**L48 Anthro 3182 Ancient Africa: Social Mosaics and Environmental Challenges**

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 million years ago to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socioeconomic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the

course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe and Jenne Jenne. Course format is lecture and discussion. There are two mid-terms and students are expected to participate in interactive stone tool use, rock art creation and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS  
EN: S

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**L48 Anthro 3201 Gender, Culture and Madness**

This course explores the relationships among gender constructs, cultural values and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA,  
ETH EN: S

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**L48 Anthro 3202 Anthropological Perspectives on Women's Health**

The principle goal of this course is to explore the health issues/risks women face around the world. In order to achieve this goal, we will take a life cycle approach beginning with the birth of female babies through adolescence, adulthood, and finally through the aging process. Our perspective will be biocultural, defined as the synergistic interaction between biology and culture. By comparing a diversity of health experiences across cultures, we can carefully examine the ways in which culture constructs perceptions of health and effective delivery of health care. Students will finish the term with a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to make more informed decisions about their own health choices. Prerequisite: Anthro 160 or permission of instructor.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art:  
SSC BU: BA EN: S

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**L48 Anthro 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices and performances serve as structuring principles in society.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:  
BA, IS EN: S

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**L48 Anthro 3215 Food, Culture, and Power**

What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical attention than those that we do regularly, without much critical thought, and most of us eat at least two or three times a day. In this class we explore how this food came to be here, why we like it, and what that says about us. This class is reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students' choosing. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3255 Urban Anthropology**

This course examines the many ways that people around the world make urban life meaningful. We will focus on the intersections among anthropology, urban studies, social theory and human geography to explore the theoretical, social, and methodological approaches to understanding the culture(s) created in cities. Drawing on ethnographic case studies from cities around the world, we will explore issues pertaining to race and ethnicity, gender, youth, poverty, diversity and "super-diversity," gentrification, urbanization, and illusions and realities of modernity. Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L48 Anthro 3261 Inequality, Hierarchy and Difference**

This course examines systems of inequality in a variety of world regions and includes analysis of their causes and effects. Economic class, gender, ethnicity and race are among the types of social stratification discussed. Topics might include environmental racism, occupational segregation, political movements, and debates over the differential impact of new technologies such as biotechnology and reproductive technologies on minority populations. Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

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**L48 Anthro 3271 Becoming Human: Archaeology of Human Origins**

Humanity, before the advent of agriculture and cities, evolved a series of behaviors that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. These behaviors included hunting, control of fire, shelters and clothing, elaborate tools of diverse materials, burials, jewelry and representational art. These characteristics emerged over more than 2 million years of the Pleistocene across several species of humans, to coalesce into what we would recognize as modern human foragers 30,000 years ago. This course traces that emergence of what it means to be human, through the Paleolithic archeological record in its context of past environments and past human forms. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities and results of public health research and practice. Case studies include infectious and chronic diseases,

mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L48 Anthro 3284 Public Health Research and Practice**

In-depth exploration of current theory and methods involved in public health research and practical applications. Emphasis on fundamentals of epidemiology, which forms the scientific rationale for public health assessment, assurance and policy development. Survey of current public health practice and research areas including biological foundations of public health, social and behavioral interventions, maternal-child health and environmental health. Relationships among public health, medicine, nursing, social work and related disciplines.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3293 Religion and Society**

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 3295 Secular and Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered vary but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L48 Anthro 330 Experimental Archaeology**

Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate. The class works with the most tangible materials recovered from archaeological contexts, that is, stone and pottery. After reviewing the history of experimentation in archaeological investigations, we turn to the material record. This is followed in our initial weeks of setting up the experiments and how they are used to compare with available data sets derived from archaeological contexts. As part of the class we take several field trips to areas where materials exist in a natural setting. Each class member selects a specific material for the focus of their experiments. In the end students

produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.

Credit 3 units. Art: SSC

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**L48 Anthro 3304 Bones to Behavior: Undergraduate Research in the Lab and at the Zoo**

We undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the Saint Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey — the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we meet once a week for 2.5 hours in the zooarchaeology laboratory. In the second half of the semester, we no longer meet in the lab, and each student spends two mornings of their choice per week at the Saint Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays and Sundays are included as choices of days. Permission of instructor is required.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L48 Anthro 3305 Bones to Behavior II**

In this class, students undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and, in collaboration with the Saint Louis Zoo, participate in behavioral studies of the ancestor of the donkey — the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 2,000 to 12,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester, students meet once a week for 2.5 hours in the zooarchaeological laboratory. In the second half of the semester, we meet twice a week in the laboratory or at the zoo. Location depends on projects selected for study. Permission of instructor is required. May be repeated for credit.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 3309 Anthropological Perspectives on Care**

This course aims to provide an introductory survey of topics and approaches to the anthropology of care. It does so by drawing on a range of ethnographic, theoretical, and cross-disciplinary materials. This will allow us to think through and engage with care in its myriad forms, its presence and absence, its bureaucratization and management, its relation to kinship, relatedness, labor and government. In the first part of the course, we will explore theories of care as moral practice with a feminist lens. In the second part, we will engage this lens with ethnographic materials about care in diverse settings that also shed light on the political, economic, and lived realities of care. These ethnographic and sociological works include explorations of the circulation of care in moral economies and its monetization as paid labor, the politics and "antipolitics" of health care in institutional settings, and the role of care in kinship, household formations, and life course regimes across cultures.

Credit 3 units. A&S IQ: LCD, SSC EN: S

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**L48 Anthro 331 Culture and Identity: Urban Ethnography in St. Louis**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, refer to Course Listings for description of current semester's offering.

Same as L98 AMCS 330D

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L48 Anthro 3310 Health, Healing and Ethics: Introduction to Medical Anthropology**

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

ETH EN: S

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**L48 Anthro 3312 Topics in Islam: Islam and Human Rights**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor.

Same as L75 JINE 3622

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:

IS EN: H

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**L48 Anthro 3313 Women and Islam**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe and the United States. Students examine ethnographic, historical and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

BA

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**L48 Anthro 3322 Brave New Crops**

This course introduces students to the major issues surrounding the development and use in genetically modified (GM) crops. Its focus is international, but with particular focus on the developing world. A variety of experts, available locally or through the internet, will contribute perspectives. The course also includes field trips. For further information, see [artsci.wustl.edu/~anthro/courses/3322](http://artsci.wustl.edu/~anthro/courses/3322).

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

ETH

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**L48 Anthro 333 Culture and Health**

This course explores culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA

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**L48 Anthro 3331 Anthropology of Clothing and Fashion**

This course takes clothing as a starting point for examining broad themes in anthropology, including gender and sexuality, race and the body, history and colonialism. We look at the ritual significance of clothing and other practices of bodily adornment in traditional societies and the role of style in constituting contemporary social movements and identity categories. We investigate the globalization of the apparel industry, from production and circulation to marketing and branding, in order to understand the relationship between citizenship and consumption, labor and power in the global economy. The course encourages students to reflect on their relationship to the wider society and economy as producers and consumers of material culture through the lens of clothing and fashion. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3351 The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization. Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L48 Anthro 3354 Ancient Mesoamerica**

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world. Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L48 Anthro 336B Culture and Identity**

Culture and diversity; cultural relativism and its contradictions; custom and habits; the construction and maintenance of norms; communication, symbol, sign and intersubjectivity; symbolic interaction; rhetoric and the definition of social situations; societal means of fabricating distinctions (e.g., race, tribe, ethnic group, nationality, sect group). Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Art: SSC BU: BA, ETH EN: S

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**L48 Anthro 3373 Law and Culture**

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements and everyday life. We approach law as a system of rules, obligations and procedures, but also a cultural practice, moral regime and disciplinary technique. How are relationships between legal, political and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe. Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 3386 Language, Culture and Society**

Although this is an introductory course, students who have taken Linguistics 170D Introduction to Linguistics benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which introduces a combination of qualitative and quantitative linguistic research methods. Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3391 Economies as Cultural Systems**

Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance; and Marxist sociology. Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 3414 Topics in Social Research at Fudan**

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L48 Anthro 3432 Topics in Africa: Capitalism, Exchange and Inequality in Africa**

This course explores issues of power and inequality related to exchange and the emergence of market economies in Africa. Case studies include examinations of cattle and bride wealth

among pastoralists in Sudan, welfare policies in contemporary South Africa, and sex work in West Africa. In each of these cases there is a complex balance between the value placed on maintaining social relationships and accumulating private property. We investigate the implications of this balance for the production of local and international forms of inequality. The course also introduces students to key ideas in economic anthropology such as the formalist-substantivist debate, rational choice theory and neo-Marxist approaches to power and stratification. By the end of the course, students should be able to critically assess the value of these theories in understanding day-to-day economic activities in Africa. This class is a discussion-based seminar and in-class participation is highly encouraged. Students are graded on a series of analytical essays, a final paper and in-class participation.

Same as L90 AFAS 343

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3461 Native Americans at Westward Expansion**

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: HUM

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**L48 Anthro 3472 Global Energy and the American Dream**

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially minded inquiry contribute to understanding the past and future of global energy and the American dream?

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

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**L48 Anthro 3476 Archaeologies of Graffiti from Antiquity to the Present**

The modern story of graffiti — revolving around social, economic, and political contexts such as bathroom stalls, subways and alleys steeped with urine and trash, decrepit buildings and train cars situated in less reputable areas of cities and towns — lead people to associate it with antisocial behaviors, dissent, and the vandalism of public and private property. However, some people consider graffiti as a legitimate form of art, communication, and a somewhat anonymous expression of current social climates. The disparity between these two perspectives has provided a great deal to study for social scientists. However, a consideration of graffiti's simple

definition — words or drawings etched or painted on some surface in a public place — lead us to recognize that feats of graffiti originate way before the inner-city movements of the 1970s. In this class we will draw upon a range of studies from archaeology, anthropology, sociology, art, and history to broadly explore the creation and meaning of graffiti from antiquity to the present. Our goal is to learn how to examine the form, function, and context of graffiti across cultures and through time, with regard to the circumstances of its creation. In doing so, we aspire to better understand what lies behind the human urge to leave a mark. Prerequisite: Introduction to Archaeology.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L48 Anthro 347B Ancient Mound Builders of the Mississippi Valley**

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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**L48 Anthro 3541 Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization.

Same as L75 JINE 354

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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**L48 Anthro 3542 Anthropology of Change: Practicing Applied and Public Anthropology**

In this course, students will learn how to use anthropology and ethnographic methods as tools for provoking change. The legitimacy of this "fifth-field" of anthropology has been in contention amongst anthropologists throughout generations. But in the contemporary era of neoliberalism and big-data, social scientists are increasingly examining their ethical duty to their informants — specifically, concerns about maintaining neutrality versus leveraging ethnographic data to improve lives or to make a profit. We will begin with the history of this ethical debate and move into contemporary issues in anthropology for social change and in business anthropology. Topics will include multidisciplinary teamwork, practitioner capacity building, community action programming, policy development and ethical design. This course is designed for upper-level anthropology students but will be particularly useful for those considering combining anthropology as a double-major or minor in a range of applied fields (business, engineering, social work, law, health and medicine). It will prepare students for the practical use of anthropology in consulting firms, research institutes, corporations, NGOs, and federal, state, and local government agencies.

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

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**L48 Anthro 3582 Anthropology of the Human Face**

A survey of the human face, including both an evolutionary perspective on why our faces changed to look the way they do today and a theoretical perspective on how we create and maintain self-image through body modification. Comparative and cross-cultural approaches are used to understand modern human craniofacial and cultural diversity. The course includes discussions of how perceptions of biological variation inform social interactions and of how sociocultural norms pattern body modification, both presently and historically. Most importantly, students learn how information obtained with archaeological, sociocultural, and biological methods is integrated to address anthropological questions.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 361 Culture and Environment**

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH

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**L48 Anthro 3612 Population and Society**

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population aging, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political and economic factors.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS EN: S

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**L48 Anthro 3616 From Deep Ecology to Indigenous Ecological Identity: Environmental Social Movements and Anthropology**

This course provides a survey of environmental social movements around the world and over time, in the process challenging commonly held perceptions about environmentalism and environmental movements. Specifically, it demonstrates that environmental social movements are often as much or more about people, identity and human rights than they are about protecting the environment. In addition to juxtaposing dominant traditions of American environmentalism with environmental movements in other parts of the world, the course focuses in on new and emerging social movements that are often transnational in scope but local in scale. These new movements offer holistic reinterpretations of human-environment relationships, identities and political and economic organization in their attempts to transcend socio-environmental inequalities. Throughout, the course draws on social scientists' (especially anthropologists') descriptive interpretations and critical theoretical analyses of various environmental social movements and the differences that constitute them.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3617 Past and Present Cultural Environments**

Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence and limitations. Beyond subsistence, environment and the "natural world" play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This upper-division undergraduate and graduate seminar course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals and the environment; and end with environmental politics.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 3618 Urban Ecological Anthropology**

Anthropology's long history of studying human-environment interactions makes it well-suited to examine the complexities of urban environmental issues. Through ethnographies and other readings, this class introduces students to the ways social structures, power and knowledge contour people's experiences and understandings of nature in an urban environment. Of particular interest are environmental justice issues involving pollution and disasters; the creation of community gardens and other public space; cars and bicycles; and conservation or commercial uses of natural resources nestled in or on the edge of cities. Class discussion includes environmental issues in the St. Louis metropolitan area. No background in anthropology or environmental studies is required.

Credit 3 units. A&S IQ: LCD, SSC BU: BA EN: S

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**L48 Anthro 362 The Biological Basis of Human Behavior**

Infidelity, marriage customs, inner-city violence, infanticide, intelligence. Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Credit 3 units. A&S: NS, CD, SD A&S IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

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**L48 Anthro 3620 Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course integrates biological, medical, philosophical and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course examines basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSP Art: SSC BU: BA EN: S

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**L48 Anthro 3621 Anthropology of Human Birth**

This course examines the interaction between human biology and culture in relation to childbirth. Emphasis is placed on

understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course draws on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine and contemporary bioethics.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 3626 Adventures in Nosology: The Nature and Meaning of Disease**

What is a "disease" and how do you diagnose one? What are "medicines" and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course considers the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African medical system as a baseline for comparison, the course then explores the nature of "nosology" (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course draws on ethnography, the history of medicine, bioethics and human biology to understand how these questions are asked and answered in different societies, times and places.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI EN: S

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**L48 Anthro 3628 The Anthropology of Health Disparities**

This course approaches the subjects of race, ethnicity, gender, sexuality and class-related health disparity epidemiologically and anthropologically. Students in this course explore these cultural categories both as factors that contribute to systematic differences in health status and outcomes and as dynamic frameworks through which those systematic differences can be examined and understood. The grounding assumptions of this course are 1) that race, ethnicity, gender, sexuality and class are cultural constructs employed by humans in an effort to account for observed physical, dispositional and behavioral group-level diversity; 2) that disparity, and particularly health disparity, is meaningfully associated with diversity but is not caused by it; and 3) that because humans are the product of two dynamic, complex systems (biology and culture), health disparities are most usefully engaged as conditions of process and interconnectedness.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 365 Human Growth and Development**

This course focuses on the life-history of humans from birth to death. Through a series of lectures we consider how humans grow and change both biologically and psychologically over the course of our lives. Topics include: human growth curves, sex-differences, adolescence and puberty, nutrition, environment, growth disorders, death, and the evolution of human growth.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L48 Anthro 3656 Behavioral Ecology of the Great Apes**

This course introduces undergraduate students to the behavioral ecology of great apes. Lectures and readings provide an overview of the distribution, feeding ecology, social system and behavior of African and Asian apes. The main objective

of this class is to examine variation in behavioral ecology with and between ape species. The comparative content within each lecture gradually increases throughout the course, and students are asked to synthesize this material in their final exam. Readings mainly consist of book chapter assignments from three recent texts on the ecology, behavior and geographic variation observed in great apes.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L48 Anthro 3661 Primate Biology**

This course takes a multifaceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L48 Anthro 3662 Primate Conservation Biology**

This class focuses on the ecological diversity of primates and how these and other traits are related to their present day abundance and distribution. In addition, the biological, abiotic and anthropogenic factors related to extinction risk are examined. It also reviews the endangered species of primates; case histories of conservation programs; and management practices in Asia, Africa, South America and Madagascar.

Prerequisite: Anthro 150 or Biol 2970, or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L48 Anthro 3665 Observing Animal Behavior at the St. Louis Zoo**

This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students are trained in the design of research projects and the analysis and interpretation of behavioral data. Students learn how different methods are used to answer specific questions in animal behavior research. Research is conducted at the Saint Louis Zoo.

Credit 3 units. A&S: NS Art: NSM

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**L48 Anthro 3666 Comparative Primate Socioecology**

This course focuses on the interface between the behavior and ecology of nonhuman primates and its applications to primate conservation. We examine how the basic principles of animal ecology can help us understand primate behavior. We look at a wide range of primates from a comparative perspective as we explore primate habitats, diets, life histories and communities, social relationships, and much more. Because most primate species are threatened, endangered or even facing extinction, we also focus on how various aspects of ecology are used in the conservation of primates. We draw heavily on field studies and particular research projects of primates and emphasize their behavior in natural environmental and social settings. The objectives of the course are: 1) to gain an understanding of principles of animal behavior by using primates as a model, 2) to understand variation in behavior and how ecology influences this variation in living primates, 3) to use the comparative approach to better understand why primate societies differ, and

4) to understand how we address and answer questions about primate behavior through field research  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 367 Paleoanthropology

The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis is on the human fossil record and its interpretation in functional and behavioral terms. This is placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthro 150 or equivalent.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L48 Anthro 3693 Anthropology of Death, Mourning and Burial

This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies are used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices also is conceptualized based on religion and secularity, social organization and biological approaches (eg. paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide also are addressed. This course helps train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L48 Anthro 372 Geoarchaeology

Geoarchaeology involves the application of analytical techniques, concepts and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation; the sedimentary context of archaeological remains, soils and sediments relevant to archaeology; and the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L48 Anthro 373 Introduction to GIS for Anthropologists

Use of GIS is rapidly becoming standard practice in anthropological research. This course introduces students to the basic theories and techniques of GIS. Topics include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics and urban and regional planning. This course enables students to become familiar not only with GIS software such as ArcGIS but also the methodologies and tools used to collect and analyze spatial data.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others), and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon, and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world, and trace the global currents of your social landscape.  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: NW

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#### L48 Anthro 376 Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course covers a large geographic and temporal span, but it is not about memorizing lists of dates and places or putting dots on a map — it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course covers four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L48 Anthro 3773 Culture and Society in East Asia

This course presents an overview of cultures and contemporary social/political changes in East Asia. In Western society, East Asia often has been viewed as a place of enduring cultural identities, but it also has been a region of one of the world's most dynamic and rapid transformations. In this course, we examine both the continuity and change of cultural and social patterns in this region. Students compare anthropological and ethnographic studies of the Peoples' Republic of China, Taiwan, South Korea and Japan, supplemented by selected research from sociology, history and political science. The course focuses on specific

areas of cultural and social change in each society, including kinship and family; gender; ethnicity; economic and political development; and health and social policy.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### **L48 Anthro 3775 Ancient Eurasia and the New Silk Roads**

This course explores the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" and "empires" and, instead, shaped a wholly different social order over the past 5,000 years or more. This class provides a well-rounded experience of the geography, social organization and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: IS EN: S

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#### **L48 Anthro 380 Applications in GIS**

This introductory course in Geographic Information Systems (GIS) is designed to provide basic knowledge of GIS theory and applications using the existing state-of-the-art GIS software. The course is taught using a combination of lectures, demonstrations and hands-on, interactive tutorials in the classroom. The first weeks of the course provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools are added to your GIS toolbox so that you can complete a final independent project that integrates material learned during the course. Students are encouraged to design individualized final projects using their own or other available data; however, some already prepared final projects also are available.

Same as L82 EnSt 380

Credit 3 units. A&S: NS A&S IQ: NSM

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#### **L48 Anthro 3832 Music and Healing**

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, post/colonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Same as L27 Music 3031

Credit 3 units. A&S: CD A&S IQ: LCD Arch: HUM Art: HUM BU: BA EN: H

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#### **L48 Anthro 3833 Performance and Healing: The Politics of Health Representation**

The purpose of this course is to bridge the disciplines of medical anthropology, global public health, and medical humanities through deep consideration of how variegated knowledge about health, healing and illness is produced and performed in a variety of public forums. Students explore the ways in which knowledge is produced about particular global health topics through representation in text, image, sound, film/television, and live performance art. Using interdisciplinary theory and methods, this course answers the following questions: Why are these representation modalities important, and how do we analyze them in practice? Drawing on the fields of medical anthropology, media studies, global public health, and performance studies, this course elucidates the relationships between knowledge production, representation, discourse, health and power through three case studies. Case study topics include: HIV/AIDS, Heroin Injection Use, and Domestic and Sexual Violence. Although the course provides an interdisciplinary perspective for understanding and analyzing different ways of representing illness and healing, it is also deeply grounded within the political-economy of health framework of critical medical anthropology. The following topics are central to our analyses in this class: gender, sexuality, the body, class, ethnicity and language.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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#### **L48 Anthro 3851 History and Theory of Anthropology**

This course examines the history of anthropology and the major theoretical frameworks of the field to the present. Key theorists discussed in this class include Geertz, Foucault, Marx, Mead and Weber, as well as the deep roots of anthropology in strands of philosophy and social thought running back centuries. Ethnographic case studies from around the world are read in order to keep the theories palpable and grounded. Key themes discussed in the class include the concept of culture, how and why societies change and evolve, ways that meanings and identities are made, the role of history in the present, diverse forms of power and experience, and issues of diversity amid contemporary global life.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### **L48 Anthro 3874 International Public Health**

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### **L48 Anthro 3875 Pharmaceutical Personhood**

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental

disorders, post-traumatic experience, chronic illness, eating disorders and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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#### **L48 Anthro 3882 Psychological Anthropology**

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We look cross-culturally at such topics as child and adolescent development; religious experience; illness and healing; self and identity, gender and sexuality; reasoning and symbolism; and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory and cross-cultural materials.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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#### **L48 Anthro 3884 Regulating Reproduction: Morality, Politics and (In)justice**

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction — which links individual bodies to the body politic — is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families are always bound up with broader, if obscured, economic, national and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGOs and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

Credit 3 units. A&S IQ: SSC EN: S

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#### **L48 Anthro 3900 Intermediate Directed Research**

This course level is typically taken by juniors or seniors during their first semester in the lab, or by advanced freshmen and sophomores. The expectations of a 300-level directed research project will be greater than those of a 200-level directed research. Student participation in research activities should include higher-level participation, including completing literature reviews, running complex assays, or similar work. The student is expected to be proficient in the appropriate research techniques

of a lab, familiar with relevant literatures surrounding the project, and capable of working with minimal supervision. There should be some form of final evaluation or project, but an independent research project is not necessary. May be taken for 1-3 credit hours, 1-2 recommended. Students must enroll in a specific section with a faculty member and receive approval from the department.

Credit variable, maximum 3 units.

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#### **L48 Anthro 397 Proseminar: Issues and Research in Anthropology**

Designed to introduce the student to current issues in Anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in their particular specialty. Required of all majors; may be taken before declaring major, and may be taken by nonmajors.

Credit 1 unit. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### **L48 Anthro 399 Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

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#### **L48 Anthro 3999 Class Mentor**

Classroom instructional assistance through mentoring activities assigned by instructor. Limited to advanced undergraduates only. Permission of instructor required.

Credit variable, maximum 3 units.

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#### **L48 Anthro 4002 Internship in Interrogating Health, Race and Inequalities**

Internship in Interrogating Health, Race and Inequalities is intended for advanced undergraduates who are enrolled in the course Anthro 4003 (Interrogating Health, Race and Inequalities) and who have previous course work in (medical) anthropology, public health, urban policy, or African and African-American Studies. The internship experience is designed to facilitate students' familiarity with research and evaluation strategies that *both* address structural factors shaping health outcomes and are sensitive to community needs and sociocultural contexts. The internship experience contributes to students' in-class understanding of the ways that race as a historically produced social construct interacts with other axes of diversity and social determinants to produce particular health outcomes. Prerequisite: permission of the instructor. Corequisite: Anthro 4003.

Same as I50 InterD 4002

Credit 1 unit.

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#### **L48 Anthro 4003 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History**

Interrogating Health, Race and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings draw from

the fields of public health, anthropology, history and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities are supplemented with field trips and field-based projects. By the end of the course students are expected to have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.

Same as IS0 InterD 4001  
 Credit 3 units.

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**L48 Anthro 401 Evolution of Nonhuman Primates**

Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy and primate paleontology. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films and material artifacts, we investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy or political science) required. Enrollment by instructor approval only.

Credit 3 units. A&S: SS, CD, WI A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4022 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power and sexuality.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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**L48 Anthro 403 Archaeology and Early Ethnography of the Southwest**

This course integrates archaeological, historical and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon

and Mesa Verde. The impact of Spanish, Mexican and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo and Navajo societies are discussed.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4033 Culture, Illness and Healing in Asia**

This course examines the place of health, illness and healing in Asian societies. We explore how people experience, narrate and respond to illness and other forms of suffering — including political violence, extreme poverty and health inequalities. In lectures and discussions we discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course familiarizes students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L48 Anthro 4042 Islam Across Cultures**

In this seminar, we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa and the Middle East, and students engage in fieldwork or library research projects.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC

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**L48 Anthro 406 Primate Ecology and Social Structure**

Survey of the ecology and individual and social behavior, adaptations and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anthro 150A or one 100-level biology course.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4062 The Art of Borrowing: The "West" in Japanese Life**

This course aims to examine Western influences in Japan and Japan's reconceptualizing the "West" in various aspects

of popular culture, including cuisine, sports, music, language, advertising, entertainment and domesticity. It is primarily an anthropological survey with historical references on Japan's turn to Western civilization in the modern era. The course explores Japanese perceptions of the "West," and how Japanese consume the "West" by attaching meanings to "Western" symbols and practices, and making them part of Japanese culture and life. Rather than explicating Japan's relationship with the West, the course scrutinizes the "West" constructed within Japanese discourse, as both a racial/ethnic other and a cultural fantasy. Course assignments include a round table discussion on specific topics relating to cultural integration and internationalization, and globalization and localization. Same as L97 IAS 4062

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L48 Anthro 4082 Origin of Evolutionary Thought

This course provides an in-depth introduction to classic works in evolutionary biology and evolutionary anthropology. Students will read primary as well as some secondary sources and be expected to discuss those materials each week in class. Students should expect a very heavy reading load, and should plan on reading the assignments throughout the week.

Credit 3 units. A&S IQ: NSM

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#### L48 Anthro 4091 Sexuality, Gender and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC EN: S

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#### L48 Anthro 4100 Topics in Anthropology: Ethnographic Perspectives on Mental Health in Africa

In this course we will draw on ethnographic case studies from Africa in order to assess changing understandings of mental health and illness and look at institutions and therapeutic practices which have been developed at different times and in different sociocultural contexts to foster mental health and treat mental illness. The first part of the course has a historical focus and traces the development of "western" psychiatry during colonial times and its various "entanglements" with "traditional" ways of healing and dealing with mental illness. The second part of the course focuses on contemporary mental health regimes and the ongoing challenges of medical pluralism. By drawing on recent ethnographic research, we will discuss current diagnostic categories and phenomena — for instance, depression, schizophrenia, suicide or PTSD — and the ways these are dealt with from a critical, anthropological perspective.

Credit 3 units. A&S IQ: LCD, SSC EN: S

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#### L48 Anthro 4102 Latin America and the Rise of the Global South

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict.

Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region; we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India; and we reflect on the changing role, meaning and relationships of the United States in the region.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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#### L48 Anthro 4112 Body and Flesh: Theorizing Embodiment

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthro 3201 or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 4113 Advanced Psychological Anthropology

This seminar examines the intersection of psychological and anthropological theories and methods and their utility in the study of culture and human experience. This course is an in-depth exploration of some of the key theorists and theoretical domains that have defined the field of psychological anthropology and beyond, including Bakhtin, Bateson, Chodorow, D'Andrade, Ewing, Freud, Goffman, Hallowell, Holland, Irigaray, Kleinman, Kohut, Lacan, Lutz, Rosaldo, Strauss, Sapir, Schepher-Hughes and Vygotsky, among others. By the end of the course, students have a solid grounding in linguistic, psychoanalytic, cognitive, symbolic, developmental, interactionist and critical approaches within psychological anthropology. Prerequisites: at least one of the following: Anthro 3201, Anthro 3882, graduate standing or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 4114 Anthropology and Existentialism

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, such as suffering, healing, mercy and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:  
ETH EN: S

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#### L48 Anthro 4115 Anthropology of Deviance

This course provides an anthropological perspective on notions of "deviance" as social, psychological, moral and medical mechanisms of control and regulation. Students learn to critically engage and evaluate dominant etiological theories of deviance, local and global contexts of deviance, and social responses to deviance as cultural processes through which communities make (and unmake) meaningful human relationships. Through academic texts, ethnographic accounts, clinical case materials and firsthand accounts, students explore multiple dimensions of what it means to be "deviant" or "normal" in a given social or cultural context. Sample topics include: historical trajectories of deviance, deviance and criminology, social class and inequality, prison cultures, deviance and resistance, deviant personalities, forensic psychiatry, deviant vs. socially sanctioned violence, and stigma.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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#### L48 Anthro 4116 Anthropology and Experiment

In recent years, many cultural anthropologists have described their work as "experimental." On the surface, the notion of experimentation leads something of a double life. On the one hand, in its ideal form, it stands for rigidly held methodological tenets aimed at answering questions in rigorous ways. This kind of experimentation is the hallmark of "scientific" inquiry. On the other hand, experimentation implies something of openness, of tentative and flexible exploration. Through an examination of works on experiments, as well as purportedly experimental ethnographies, we pursue the question: What is an experimental mode of inquiry in cultural anthropology, and how does it square with the two idealized meanings of experimentation? We examine the links and resonances between different notions of what experiments do, what they describe in terms of both form and method, how they begin and end, how they are assessed as successes or failures, and what sort of knowledge they produce. This course involves reading across cultural anthropology, science studies and the philosophy of science to better understand different approaches to experiments across domains of research and writing. Can we learn something about what anthropologists do in experimental works from the wealth of thoughtful scholarship on experiments in other fields? Is there something common to experimentation in cultural anthropology and experimentation elsewhere in the social sciences and beyond?

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 4117 Nature/Culture

What do we mean by "nature" or by designating something as "natural"? How do we distinguish nature from culture and where does such a distinction break down, become political or controversial? Is the distinction between nature and culture itself universal, or does it emerge from a particular history and reflect particular preconceptions and understandings? And how do new technologies reconfigure this distinction? In this course, we explore such questions, paying special attention to the ways anthropology, as a discipline, has relied on, reinforced, and legitimated this great divide.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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#### L48 Anthro 4118 The Good Cause: Psychological Anthropology of Moral Crusades

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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#### L48 Anthro 411W Anthropology and Existentialism — Writing-Intensive Seminar

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, such as suffering, healing, mercy and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required. This is the writing-intensive version of Anthro 4114.

Credit 3 units. A&S: SS, CD, WI Art: SSC EN: S

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#### L48 Anthro 4123 Argumentation Through Ethnography

Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize and present their field materials in particular ways in order to make intellectual, theoretical, and sometimes even political arguments. This seminar will explore the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 4124 Language and Politics

Language is a constitutive part of political processes. While many agree that language is used to symbolize or express political action, the main focus of this course is on how linguistic practice and ideology contributes to the creation of political stances, events and spheres. Topics addressed include political rhetoric and ritual, the emergence of public spheres, discrimination, as well as ethnic conflict, nationalism and colonialism.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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**L48 Anthro 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS was expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not lack of knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates; ethics and responsibilities; drug testing and marketing; the making of the AIDS industry and "risk" categories; prevention and education strategies; interaction between biomedicine and alternative healing systems; and medical advances and hopes.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC  
EN: S

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**L48 Anthro 4135 Tobacco: History, Culture, Science, and Policy**

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window into trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 4136 Sexual Health and the City: A Community-Based Learning Course**

In this community-based learning course, students partner with a St. Louis AIDS service organization (ASO) or sexual health agency to explore how the interrelationships among gender, class, race/ethnicity and sexual identity shape sexual health decisions, outcomes and access to services. Students also examine the complex relationship between men's and women's life goals and constraints, on the one hand, and the public health management of sexual health, on the other. In collaboration with their community partner and its clients, students develop a project that addresses an identified need of the organization and the community it serves. Course readings draw from the fields of anthropology, public health, feminist studies and policy making. Prerequisite: PHealth 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics or permission from the instructor, which is determined based on past student's experience in the fields of medical anthropology or sexual/reproductive health.

Same as L90 AFAS 406

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC EN: S

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**L48 Anthro 419 Primate Behavior**

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4191 Primate Cognition**

This course investigates historical and current views regarding the cognitive capacities of nonhuman primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4202 Anthropological Genetics**

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4211 Paleoethnobotany and Ethnobotany**

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anthro 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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**L48 Anthro 4212 Advanced Methods in Paleoethnobotany**

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation and reporting of data. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L48 Anthro 4214 The Archaeology of Food and Drink**

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4215 Anthropology of Food**

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first two-thirds of the course is reading-intensive and discussion-intensive. Each student writes short review/response papers for major readings. For the final third, we still are reading and discussing, but the reading load is lighter (and we have a field trip) as students devote more time to their research papers. The research paper is a major effort on a topic discussed with and approved by the professor. In most cases it has to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers are critiqued, assigned a provisional grade, revised and resubmitted.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4240 The Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider, but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the United States and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. still are stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites and information they occupy.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L48 Anthro 4253 Researching Fertility, Mortality and Migration**

Students undertake research projects centering on the most fundamental demographic processes — fertility, mortality and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Then, course readings include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course is a component of the final term paper. Prerequisite: Anthro 3612 Population and Society or permission of instructor.

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

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**L48 Anthro 4254 The Anthropology of Maternal Death**

No other commonly recorded health indicator shows such great disparities between rich and poor nations as does maternal mortality. More than 500,000 women die each year around the world from complications of pregnancy and childbirth, but 99 percent of these deaths occur in impoverished, non-industrialized countries. This course examines the reasons for this stunning discrepancy, looking at the biological, social, political and economic factors involved in maternal death. The course is conducted as a seminar based on detailed readings of relevant journal articles, group discussion, case studies and class presentations. Prerequisite: Anthro 3621.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 4264 The Myth of Race**

This course describes the history of the myth of race and racism from the Spanish Inquisition to modern times. Since race is not a biological term but a cultural term, it is important for students to understand the origins and connections of ideas of race and racism from its beginnings in western thought to its current usage. The historical and literature connections can be seen throughout the writings and behavior of the Spanish Inquisition, to the Renaissance, though colonization and slavery, to the reconstruction, to the late 19th century, to the early 20th century, to modern times. In fact, the early history of anthropology can be traced through racist history.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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**L48 Anthro 427 Social and Cultural Change**

Analysis of political, economic, and social transformations among societies in the developing and developed world. Examples are drawn from many societies throughout the globe.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC BU: IS EN: S

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**L48 Anthro 4282 Political Ecology**

An exploration of how the interactions between culture and environment are mediated by local, national and global politics. Topics include "overpopulation," agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: graduate standing, Anthro 361 or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 4286 Original Research in Environmental Anthropology**

In this course, we will focus our ethnographic lens on environmental issues in St. Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations

Credit 3 units. A&S IQ: SSC EN: S

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**L48 Anthro 4287 Anthropology of Water**

This course examines one of the world's largest risks and grandest challenges: water security. By exploring water flows between cultures and landscapes, students will think critically about the challenges faced in different regions and societies of the world which can exacerbate or ameliorate issues of social justice and equity. Topics include cultural notions and values of water, technologies of water purification and conservation, big dam controversies, water as a "right" or water as a "commodity," and how epistemologies of water can drastically impact people and ecosystems. Texts will mainly be anthropological but will also draw from history, political ecology, geography and development economics. These will underscore the importance of multiple contexts (social, religious, economic, political, cultural) to the understanding of the scale and scope of this major problem.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: HUM, SSC EN: S

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**L48 Anthro 4288 Being Human: The Food-Energy-Ecosystem-Water Nexus**

This course examines a trilogy of resources that are essential to producing human life: food, water and energy. These resources are inextricably linked not only to the most common and necessary of our day-to-day activities, but impact each other in profound ways. Until recently, the study of these resources was fragmented in separate sectors, ultimately leading to lack of institutional coordination, infrastructural lock-in and incomplete modeling systems. These incomplete systems overlook the complex overlaps of natural systems and render sustainability planning more tenuous than it could be. In response, these core resources are being studied together as a "nexus" to enhance synergies and prevent trade-offs across sectors. However, this nexus further requires astute attention to the all too "human" questions of resource use, waste and justice. If water, energy and food security are to be simultaneously achieved, social scientists must be at the forefront, contributing holistic research that brings the human back into socio-natural systems.

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

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**L48 Anthro 4311 Biocultural Perspectives on Obesity and Nutrition**

From pink slime to red wine, causes and treatments for obesity are constantly in the headlines. With more than 35 percent of Americans currently obese, this is a tremendous biological and social issue in the United States. Obesity rates also are increasing globally despite billions of dollars spent on diets and public health interventions. Why is this happening and what can be done to change this? Why are humans fat and prone to obesity? How do we interpret appropriate body size? These are some of the questions we investigate in this class, specifically looking at the important physiological functions of adipose tissue and how both biological and cultural factors shape our perceptions of body image, health and the obesity epidemic.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 4321 History of Physical Anthropology**

The history of physical (or biological) anthropology are traced from Darwin's time to the present. Factors that influenced major theories and subfields of physical anthropology are discussed along with current directions.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 434 Behavioral Research at the St. Louis Zoo**

Students conduct research at the St. Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit. Prerequisite: permission of instructor. Credit variable, maximum 6 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM BU: BA

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**L48 Anthro 4361 Culture, Power and the State**

This seminar surveys anthropological theory and ethnography of the nation-state. We will discuss how culture and power are interrelated in the formation of state institutions and ideologies, governance and violence, social and spatial inequalities, and citizen identities, daily lives, and movements for change. We'll read key theoretical works (Weber, Marx, Foucault, Gramsci, liberal political theory, feminism, and post-structuralism, among others) and contemporary ethnographies of the state. Anthropology's place in public debates on "culture" and violent crises of the state — from Iraq to the U.S. heartland — will be addressed at the end of the semester.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L48 Anthro 4367 Culture, Power, Knowledge**

We often think of knowledge as universal and objective. But anthropologists have long studied ways in which knowledge varies in different cultural settings. In this course, we ask: What is knowledge, how does it arise, and what does it do? Is there such a thing as universal validity or is knowledge always tied to specific cultural practices? What happens when knowledge travels and how does knowledge figure in relations of power? We approach these questions through works in anthropology, philosophy and science studies.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 4392 Capitalism and Culture**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike, its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC EN: S

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**L48 Anthro 4393 The Archaeology of Trade and Exchange**

Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade. This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency and resistance. It also examines the immaterial exchange of ideas, perceptions and values that alter concepts of identity, space and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC EN: S

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**L48 Anthro 4408 Trauma and Memory**

A thorough investigation of the effects of trauma on memory in both individuals and collective groups. Topics include flashback memories, forgetting and repression, post-traumatic stress and memory, and effects of trauma on individual and group identity. Prerequisites: Psych 100B + 6 units of advanced-level Psychology or Anthropology course work.

Same as L33 Psych 4408

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L48 Anthro 4452 In the Field: Ethnographic and Qualitative Methods**

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences and describe the types of social organization (for example, gender relations, class systems, racial divisions, or cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project, and in the process they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.

Same as L98 AMCS 441

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 4453 Studying the City: Approaches to Social Research**

In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.

Same as L18 URST 418

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L48 Anthro 4454 Cultures of Science and Technology**

This seminar explores questions of theory, method and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can technologies and scientific practices be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork experience both on- and offline, we investigate how scientific practice and technological innovation reorganize various aspects of human life on both global and local scales. Topics include the social construction of knowledge, the reproduction of racial categories in genomics, the cultures of cyberspace, the commodification of bodies in medical science, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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**L48 Anthro 4455 Ethnographic Fieldwork: The Politics of Schooling**

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work contributes to the ongoing "St. Louis Schools' Ethnographic Documentation Project."

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 4456 Ethnographic Fieldwork: Energy Politics**

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices

Credit 3 units. Arch: SSP Art: SSP

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**L48 Anthro 4481 Writing Culture**

Different ways of writing about people, culture and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

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**L48 Anthro 4517 Anthropology and Development**

What is "development"? Economic progress for all? A slow and gradual "improvement" in the human condition? Helping people with "projects"? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists — as writers, analysts, and theorists — have engaged the theories, meanings, practices and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC BU: ETH EN: S

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**L48 Anthro 4561 Ceramic Analysis**

Method, techniques and models for analyzing prehistoric ceramics. Students conduct hands-on analyses of collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314, graduate standing or permission of instructor. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L48 Anthro 4562 Artifact Analysis: Mississippian Cultures**

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor. Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC

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**L48 Anthro 4564 Archaeobotanical Analysis**

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor. Credit 3 units. A&S: SS EN: S

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**L48 Anthro 4565 Biomolecular Archaeology: Are You What You Eat?**

A revolution is underway in archaeology. Working at the cutting edge of isotopic and genetic technologies, researchers have been probing the building blocks of ancient proteins, life-DNA, fats and microfossils to rewrite our understanding of the past. Their discoveries and analyses have helped revise the human genealogical tree and answer such questions as: Are you what you eat? How different are we from the Neanderthals? Who first domesticated plants and animals? What was life like for our ancestors? In this class, we address those fundamental issues to understanding human nature. Here is science at its most engaging. Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L48 Anthro 4581 Principles of Human Anatomy and Development**

This course is designed for both undergraduate and graduate students in the anthropological, biological, and/or pre-medical sciences who wish to learn about human anatomy from various evolutionary, functional, developmental, and clinical perspectives. Lectures will emphasize the organizational and developmental principles of various organ systems of the human body. The course will also make use of our extensive anatomy museum of labeled dissected human specimens as well as our cast collections of numerous specimens from the human fossil record where appropriate. Frequent use of X-rays, CT, and MRI scans will also be used to help students visualize human anatomy from a number of different imaging modalities. Prerequisites: Undergraduate or graduate students in the anthropological, biological, and/or pre-medical sciences who have had at least one course in physical anthropology and/or biology, or consent of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4582 Human Life History Theory**

Life history theory postulates that organisms must allocate finite time and finite resources between growth, maintenance and reproductive effort. This balance necessitates trade-offs in

specific traits related to body size and energy allocation between competing functions across the life of the organism. In this class, we start from this broad theory and look at the specific application of life history theory within anthropology. Humans, in particular, present unique and unusual life history characteristics, which we discuss in depth.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 459 Human Osteology**

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4591 Human Functional Morphology**

A detailed consideration of the biological basis for variation in recent and past human skeletal anatomy as a framework for the interpretation of prehistoric human skeletal and fossil remains. Emphasis is placed on the structure, development and degeneration of bones and joints, the soft tissues which impinge upon individual bones; and the biomechanical patterns relating to bone and joint structures. Prerequisite: Anthro 3661, Anthro 459 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4595 Developmental Plasticity and Human Health**

A look at how early life — gestation plus infancy and childhood — contributes to the establishment of long-term physiology, variation and individual health from an anthropological perspective. The course includes current disease models of developmental origins, combined with evolutionary and adaptive perspectives on developmental plasticity and the construction of human health.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4597 The Archaeology of Life and Death**

The study of human remains in archaeological contexts offers us a rich perspective on human life and society in the past. Our bodies are shaped by genetics, environmental factors, subsistence, disease, and physical activities over the life course. At the same time, social organization, inequality and ideologies also shape the human experience; they often become reflected in the built environments of tombs and cemeteries, the grave offerings, and interment styles that surround human remains in archaeological contexts. This course offers an introduction to bioarchaeology and mortuary archaeology as complementary approaches to the study of life in the past. The goal of the course is to understand how activities, norms and beliefs, and environments shaped bodies in life and death, and the different ways in which archaeologists can gain insight into the past through the study of human remains and burials. Course lectures and discussions focus on recent advances in research and ongoing debates in the two fields with examples from prehistory and history around the world, from North and South America, to Europe, Asia and Africa. Although this course will provide a basic overview of human skeletal anatomy, it is strongly recommended that students have taken an introductory course on the subject prior to enrolling in the class.

Credit 3 units. A&S IQ: LCD, SSC EN: S

**L48 Anthro 4601 Topics in African-American Studies: Health in the Black Community: A Social Science Perspective**

Health matters for every facet of social life. In this course, we use a critical sociological perspective to explore the dynamic nature of health and health care experiences among blacks in the United States. We draw upon core concepts in Sociology, the Sociology of Health, Illness, and Care as well as Critical Race Theory and Social Epidemiology to guide our discussions throughout the semester. Using contemporary, real-world examples, we examine the causes and consequences of racial health disparities that too often situate blacks in positions of disadvantage. We use the work of scholars such as Patricia Hill Collins, David Williams, and Dorothy Roberts to explore topics ranging from racism in the health care system to the black immigrant health advantage to health and hip-hop. We consider how poor health and health care outcomes among blacks in the United States matter on a global scale. Throughout the course, we consider practical policy and programmatic interventions that can be implemented to eliminate poor health in black communities.

Same as L90 AFAS 4601

Credit 3 units. A&S: SS, SD A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**L48 Anthro 4611 Seminar in Selected Topics in Learning & Memory: Collective Memory**

This course provides an overview and analysis of phenomena of people remembering as part of a group — one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Clinton supporters on events in the U.S.). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory. Prerequisites: Psych 100B and a course on human memory or permission of the instructor.

Same as L33 Psych 461

Credit 3 units.

**L48 Anthro 4623 Art and Science of Inferential Statistics**

This course examines the historical roots, the scholarly development and the current applications of inferential statistics in a research context. The emphasis is on how social and natural variables are distributed, framing testable research questions, and choosing appropriate statistical tests. This course covers the testing of univariate, bivariate and multivariate hypotheses using parametric, non-parametric and re-sampling methods. Requires students to undertake statistical analyses of their own on real data sets. Familiarity with descriptive statistics is assumed. Designed for graduate students and advanced undergraduates. Permission of instructor is required for undergraduate enrollment.

Credit 3 units. A&S: SS, QA A&S IQ: SSC, AN Art: NSM EN: S

**L48 Anthro 4655 New Advances in Archaeology**

Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. In this course we focus on contemporary developments in archaeology, with an emphasis on current trends in theory, method and discovery. The objectives of the course are to place emerging trends in archaeological research in a historical

context, to understand new methods and to explore how various theoretical approaches influence the conduct of archaeological research around the globe.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

**L48 Anthro 4661 Historical Archaeology**

This course focuses upon the methods and techniques employed in historical archaeology. We include methods of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar-type treatments of other aspects of the field. The class includes some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art:

HUM

**L48 Anthro 4682 Ethnoarchaeology**

Theories, methods and techniques applied by archaeologists to contemporary societies and materials to aid their understanding of extinct societies. Analysis of ethnographic research in both the Old and New Worlds. Participation with Professors Watson, Browman and Fritz is included in relevant topics. Prerequisites: Anthro 160B or 190BP, and permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

**L48 Anthro 472 Social Theory and Anthropology**

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

**L48 Anthro 474 National Narratives and Collective Memory**

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.

Same as L97 IAS 474

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

**L48 Anthro 4761 The Pleistocene Peopling of Eurasia**

The paleolithic archaeology, human paleobiology and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC

**L48 Anthro 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa**

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human

existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class explores the phenomenon of domestication and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We focus on how and why domestication occurred and factors that influenced its spread; interactions between late hunter-gatherers and early pastoralists; and intersections with complex societies of the Nile. We also look at the contributions of Africa to understanding pathways to food production world wide.

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

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**L48 Anthro 4792 The Many Paths Leading Toward the Creation of the Ancient City**

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past, many scholars have argued that market economies and state-level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state-level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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**L48 Anthro 4803 Advanced GIS Modeling and Landscape Analysis**

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct and analyze this relationship in a virtual environment.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L48 Anthro 481 Zooarchaeology**

Methods and techniques of analysis of faunal remains recovered in archaeological context, including aging, sexing, and the study of cultural modification of archaeological faunas.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L48 Anthro 4851 Topics in Jewish Studies: Critical Issues in the Study of Popular Music**

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Same as L75 JINE 485

Credit 3 units. A&S: TH EN: H

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**L48 Anthro 4881 Medicine and Anthropology**

Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on the impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: junior standing.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L48 Anthro 4882 Anthropology and Public Health**

Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH

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**L48 Anthro 4883 The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: junior standing or above.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L48 Anthro 4885 Senior Seminar: Medicine and Society**

This course provides a forum for graduating seniors in the Medicine and Society Program to reconvene for a semester of facilitated discussion about issues related to illness, healing and culture. Prerequisites: Students must be seniors in good standing in the Medicine and Society Program.

Credit 1 unit. A&S IQ: SSC EN: S

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**L48 Anthro 489 Seminar: Pathways to Domestication**

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L48 Anthro 4892 Hunter-Gatherer Socioeconomic Variation**

This class explores the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the past 20,000 years. We discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa and Australia and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC

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**L48 Anthro 489W Seminar: Pathways to Domestication**

The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food.

We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of Anthro 489 Seminar: Pathways to Domestication.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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#### L48 Anthro 490 Anthropological Research

Designed to give undergraduates research experience in various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: Permission of faculty member under whom the research will be done.

Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC Art: SSC

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#### L48 Anthro 491 Advanced Anthropological Research

Limited to those students who have successfully completed L48-490 and have a qualifying continuing research project. Prerequisite: Anthro 490 and permission of the faculty member who will supervise the continuing research project.

Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L48 Anthro 4911 Methods in Molecular Anthropology

We learn techniques used in molecular genetics and their application to studying the evolution and adaptation of human and nonhuman primates. This course covers DNA extraction from biological materials (e.g., buccal cells from cheek swabs, potentially also fecal samples from the primates at the zoo), primer design and polymerase chain reaction (PCR) to amplify a region of interest (student lead, with guidance) from isolated DNA. Use of gel electrophoresis to visualize and purify PCR products and sequencing reactions to view nucleic acid structure also are conducted. We also have a lecture on introductory bioinformatics. Throughout the course, we discuss the mechanisms underlying these techniques, why they work and how to troubleshoot problems. Students are expected to submit lab reports and to engage in peer review of others' lab reports. Finally, we discuss how molecular methods inform anthropological research. Students are also expected to take online safety training modules through EH&S.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L48 Anthro 4951 Senior Honors Research

Limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: permission of the Anthropology faculty member supervising the honors research, and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

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#### L48 Anthro 4961 Senior Honors Thesis

Limited to students who have qualified for the Anthropology honors program and who are actively engaged in writing a senior honors thesis. Prerequisite: permission of the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

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#### L48 Anthro 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, considering how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market and cross-cultural ethics impact the placement, study and display of a culture's material heritage? We build the seminar around the history of collecting in America, with a focus on Midwestern examples, and particularly, important case studies in St. Louis. We, for example, consider the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art), and Morton May (modern and oceanic art), as well as the histories of both modern and non-Western collections now owned by the St. Louis area museums. This course is complemented by various local field trips (SLAM, Pulitzer, Kemper and Cahokia). Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Same as L01 Art-Arch 4975

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L48 Anthro 4999 Capstone Experience

The Department of Anthropology offers several options for completing a capstone experience, which is recommended by the College of Arts & Sciences. One option is for students in any 400-level course in the department to secure permission of the instructor to simultaneously enroll in Anthro 4999. The instructor and student develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor.

Credit 1 unit.

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## Arabic

The Department of Jewish, Islamic and Near Eastern Languages and Cultures offers a major and a minor in Arabic. As majors in Arabic, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Near Eastern history and civilizations.

**Language Placement:** Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended course. Native speakers are not eligible for back credit; evidence of secondary or post-secondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

**Phone:** 314-935-5110 or 314-935-8567

**Email:** [artsci-jinelc@wustl.edu](mailto:artsci-jinelc@wustl.edu)

**Website:** <http://jinelc.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Jewish, Islamic and Near Eastern Languages and Cultures (p. 616) faculty page.

## Majors

### The Major in Arabic

#### Prerequisites

1. Two years language (Arabic) by course work or by placement
2. JINE 210C Introduction to Islamic Civilization and JINE 208F History, Text and Identity: Introduction to Jewish Civilization
  - Students with substantial prior course work may substitute an additional upper-level course with permission of adviser and the director of undergraduate studies (DUS).

#### Requirements

24 upper-level (3xx or 4xx) credits, including:

- 3 credits in departmental capstone course to be taken senior year. (Students may take it junior year with permission of adviser **and** DUS.)

and

- 21 credits as follows:
  - 12 credits of upper-level language (3xx or 4xx) courses
  - 6 credits in literature, society, history, culture, religion
  - 3 credits in another culture (for Arabic – Jewish Studies, Hebrew, South Asian Studies or Hindi)

### Additional Information

- Students are encouraged to take courses distributed in each of the following areas: literature and culture, history, and religion.
- Senior thesis writers should sign up for an appropriate 3-credit course in the fall and in the spring. (The 6 credits can be applied to the primary area of study.)
- Students enrolled in Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their adviser and the DUS. Summer programs and transfer courses can be granted as many as 6 credits subject to review by their adviser and the DUS. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad, summer programs, or transfer credit. For more information on preapproved study abroad programs, please visit the Overseas Programs website (<http://overseas.wustl.edu/study-abroad>).
- No credit will be given for courses taken outside the department other than those which are cross-listed.

- To be eligible to write a senior thesis, a student must maintain a GPA of 3.65 through the sixth semester.
- Students must maintain an average of B in all courses for the major. A grade of B- must be earned in each language course in order to advance to the next level.
- No course taken pass/fail can count toward either the prerequisites or the major.

## Minors

### The Minor in Arabic

#### Prerequisites

- Beginning Arabic I (JINE 107D), Beginning Arabic II (JINE 108D) — whether by course work or placement

#### Required courses (18 units)

- Introduction to Islamic Civilization (JINE 210C)
- 9 units from 200-, 300-, or 400-level courses in Arabic language
- 6 units from 300- or 400-level courses in Islamic studies and Arabic literature and culture

### Additional Information

#### Regulations for all language and culture minors

- Two semesters of the language must be taken at Washington University.
  - No more than 12 credit units can be from language courses.
  - Note that 300- or 400-level courses that include the study of texts in the original language may be considered courses about history, literature or religious studies rather than language courses.
- Preapproved Washington University study abroad programs during the regular academic semester, summer programs, and transfer courses can earn a maximum of 3 credits subject to review by adviser and DUS.
- Back credit granted for language courses does not count for the minor.
- No credits will be given for courses taken outside the department other than those which are cross-listed.
- A minimum of 18 credits is required for the minor.
- Double counting courses: A maximum of 3 credits used for the minor can be counted for another major or minor.
- Students have to maintain an average of B for the minor. A grade of B- must be earned in each language course in order to advance to the next language course.
- No pass/fail course can count toward either prerequisites or the minor.

## Courses

Visit online course listings to view semester offerings for L49 Arab (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L49&crslvl=1:4>).

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### L49 Arab 107D Beginning Arabic I

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking and understanding. Five class hours, including one culture hour and additional drill or laboratory hours. Students with previous Arabic language background must take a placement examination. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L49 Arab 108D Beginning Arabic II

Continuation of Arab 107D. Emphasis on enhancing skills in reading, writing, speaking and aural comprehension of modern Arabic. Prerequisite: grade of B- or better in Arab 107DQ or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L49 Arab 207D Intermediate Arabic I

Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 108DQ or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L49 Arab 208D Intermediate Arabic II

Continuation of Arab 207D. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 207D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L49 Arab 210F Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history are balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. Same as L75 JINE 210C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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### L49 Arab 3062 Islam, Culture and Society in West Africa

This course explores the introduction of Islam into West Africa beginning in the 10th Century and explores its expansion and development in the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand

not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures, readings, as well as print and visual media.

Same as L90 AFAS 3062

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: NW

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### L49 Arab 307D Advanced Arabic I

Continuation of Arab 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor. Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L49 Arab 308D Advanced Arabic II

A continuation of Arab 307D. Continued integration of language development through reading, writing, speaking and listening activities centered on advanced authentic material. This semester proves critical for making the transition from Modern Arabic to Classical Arabic, including Qur'anic Arabic. Continued development of colloquial Arabic. Prerequisite: Arab 307D or equivalent. Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L49 Arab 313C Islamic History: 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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### L49 Arab 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L49 Arab 325 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings are in English translation.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L49 Arab 329C Middle Eastern Islamic Literatures in Translation**

This course studies, in English translation, several great works of Islamic literature that still influence or reflect the ways in which we perceive Islamic culture today. We critically consider great and disparate literary works, originally written in a variety of languages including Arabic, Turkish and Persian and stretched from Spain to India, that share the common backdrop of an urban and educated milieu in which they were produced, widely read and circulated. The course aims at exploring the literary cultures in their historical and social context. Possible themes include court literature, politics, Sufi literature, history, theology and literature of romance. All readings are in English.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L49 Arab 352 Iraqi Literature**

This course introduces students to major works in Iraqi literature in the 20th and 21st centuries, with a focus on the post-World War Two period up to the present day.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L49 Arab 355C The Flowering of Islamic Literature, 500-1200**

Exploration of the multilingual (Arabic, Persian, Turkish) literary cultures of a civilization that stretched from Spain to India. Themes and genres include early court patronage, bedouin odes, wine poetry, social satire, mystical poetry, national epic, and the literature of love and romance. Comparisons to contemporaneous Hebrew and ancient and medieval Western literatures. Readings in English.

Same as L16 Comp Lit 355C

Credit 3 units. A&S: TH, CD Art: HUM BU: HUM

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**L49 Arab 361 City of Peace: Baghdad in Medieval Times (ca. 762-1250)**

The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the eighth century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries and workshops to discuss life in the city. Because Baghdad was the seat of the Abbasid caliphate at the time, we examine its role as the hub of the empire (in politics, administration, economy and literature), and its links to and rivalries with other provincial cities.

Same as L75 JINE 361

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L49 Arab 396 Islamic Philosophy, Mysticism, and Theology**

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines the preceding three disciplines, with a focus on the premodern period. Students will be introduced to major figures within these disciplines, including al-Ghazali, Ibn Sina, Ibn al-'Arabi, Ibn Taymiyya, and Rumi. Moreover, students will also examine how these disciplines have shaped various aspects of social life within premodern Muslim communities. Although the course addresses a range of issues, special attention will be given to the following topics: (1) the relationship between Islamic scripture/law and Islamic philosophy, mysticism and theology; (2) the relationship between Islamic religious teachings and the forms of both "high" and "popular" culture found in premodern Muslim societies; (3) free thought, scientific inquiry, heterodoxy, skepticism and blasphemy in premodern Muslim societies; (4) Muslim institutions and social movements dedicated to promoting philosophy, mysticism and theology; (5) the aesthetic significance of philosophical, mystical, and theological teachings, and the expression of such teachings in Islamic ritual, poetry, literature, music, dance, painting and architecture.

Same as L23 Re St 396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

ETH EN: H

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**L49 Arab 4001 Capstone Seminar**

The capstone course for Jewish, Islamic and Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JINE 4001

Credit 3 units. A&S IQ: HUM EN: H

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**L49 Arab 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L49 Arab 405 Colloquial Arabic**

The aim of this course is to introduce the students to colloquial Arabic through their knowledge of Modern Standard Arabic (MSA). We focus on the main differences between colloquial and MSA so that the students can use the colloquial form for practical purposes in everyday life. Prerequisite: Arab 208D or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD BU: IS EN: H

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**L49 Arab 407 Fourth-Level Arabic I**

Focused reading and discussion of classical and modern texts centered on selected topics in Arabic literature, poetry and media. Continued development of oral, aural and writing skills. Students' interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar.

Prerequisite: grade of B- or better in Arab 308D or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS EN: H

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**L49 Arab 408 Fourth-Level Arabic II**

Readings and discussion in Arabic of selected classical texts. Students' interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Continued development of colloquial Arabic.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: HUM, IS EN: H

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**L49 Arab 450 Topics in Classical Arabic Literature and Culture**

Exploration of medieval Arabic Belles-Lettres (Adab). All texts read in Arabic. Prerequisite: senior standing.

Credit 3 units. A&S: TH Arch: HUM Art: HUM BU: H

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**L49 Arab 451 Topics in Modern Arabic Literature and Culture**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

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**L49 Arab 464 Arabic Textual Analysis**

This course introduces the advanced student of Arabic to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Arabic society and culture, reflect the needs and interests of the enrolled students.

Credit 3 units. A&S: TH, LA A&S IQ: HUM, LCD, LS Art: HUM EN: H

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**L49 Arab 465 Topics in Arabic**

This course is an in-depth study of a particular segment of Arabic literature and/or culture.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L49 Arab 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anti-colonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L49 Arab 470 Topics in Classical Arabic Literature in Translation**

Various themes in Arabic religious literature and Belles-Lettres (Adab), e.g., the intertwining of religion and politics, court culture and fashions, social critiques, gender roles, etc., are read in English.

Credit 3 units. Arch: HUM Art: HUM BU: ETH

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**L49 Arab 471 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

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**L49 Arab 488 Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

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**L49 Arab 489 Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L49 Arab 497 Guided Readings in Arabic**

Prerequisites: senior standing and permission of instructor and department chair.

Credit variable, maximum 5 units. A&S: LA

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**L49 Arab 498 Guided Readings in Arabic**

Prerequisites: senior standing and permission of the instructor and the department chair.

Credit 3 units. A&S: LA

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## Archaeology

Archaeology provides the opportunity to investigate the material remains of past societies and cultures and the methods by which they are recovered, analyzed, interpreted and reconstructed.

Archaeologists investigate the entire human past from the first evidence of tool use 3 million years ago to historical studies as recent as the 20th century. To provide a comprehensive understanding of archaeology, the department emphasizes two approaches: the humanistic, which is represented by classical archaeology, and the social scientific, which is represented by anthropological archaeology.

Archaeology students will encounter a range of specialties within the field, from topical studies, such as prehistoric pastoralism, hunter-and-gatherer societies, Mayan archaeology, or Greek and Roman archaeology, to methodological approaches such as historical archaeology, ethnoarchaeology, zooarchaeology, paleoethnobotany, geoarchaeology, geographic information systems (GIS) and trace element analysis. A strength of this institution in anthropological archaeology is the focus upon biologically based studies (paleoethnobotany, zooarchaeology and GIS) to investigate such questions as the origins of food production or complex societies. The strength of the classical archaeological program capitalizes on ancient documents in investigating the more recent Eurasian human past.

While acquiring basic training in archaeology, students may choose to concentrate on a specific region, such as the Eastern Woodlands of the United States, the Andes, Mesoamerica, Africa, Central Asia, China or the Mediterranean world. Ancient and/or modern languages, as well as history and art, are essential for some areas of study. Students, in conjunction with their advisers, can identify a specialized set of courses that meet their goals.

Washington University archaeology faculty members are involved in research projects in many regions, such as Central Asia, Northern Africa, China, Greece, the Andes, the Mayan area, New Mexico and the Mississippi River valley. With a degree in archaeology, a graduate can work in academia, private consulting firms, government conservation and compliance agencies, and museums. Academic and museum positions generally require graduate-level training.

**Contact:** John Kelly  
**Phone:** 314-935-5252  
**Email:** jkelly@wustl.edu  
**Website:** <http://archaeology.artsci.wustl.edu>

## Faculty

### Chair

**John Kelly** ([http://anthropology.artsci.wustl.edu/kelly\\_john](http://anthropology.artsci.wustl.edu/kelly_john))  
PhD, University of Wisconsin–Madison  
(Anthropology)

### Endowed Professors

**T.R. Kidder** ([http://anthropology.artsci.wustl.edu/kidder\\_tr](http://anthropology.artsci.wustl.edu/kidder_tr))  
Edward S. and Tedi Macias Professor in Arts & Sciences  
PhD, Harvard University  
(Anthropology)

**Fiona Marshall** ([http://anthropology.artsci.wustl.edu/marshall\\_fiona](http://anthropology.artsci.wustl.edu/marshall_fiona))  
James W. and Jean L. Davis Professor in Arts & Sciences  
PhD, University of California, Berkeley  
(Anthropology)

### Professors

**David Freidel** ([http://anthropology.artsci.wustl.edu/freidel\\_david](http://anthropology.artsci.wustl.edu/freidel_david))  
PhD, Harvard University  
(Anthropology)

**Gayle J. Fritz** ([http://anthropology.artsci.wustl.edu/fritz\\_gayle](http://anthropology.artsci.wustl.edu/fritz_gayle))  
PhD, University of North Carolina at Chapel Hill  
(Anthropology)

### Associate Professors

**Michael Frachetti** ([http://anthropology.artsci.wustl.edu/frachetti\\_michael](http://anthropology.artsci.wustl.edu/frachetti_michael))  
PhD, University of Pennsylvania  
(Anthropology)

**Jennifer Smith** ([http://eps.wustl.edu/people/jen\\_smith](http://eps.wustl.edu/people/jen_smith))  
Dean of the College of Arts & Sciences  
PhD, University of Pennsylvania  
(Earth and Planetary Sciences)

### Assistant Professors

**Sarah Baitzel** ([https://anthropology.artsci.wustl.edu/baitzel\\_sarah](https://anthropology.artsci.wustl.edu/baitzel_sarah))  
PhD, University of California, San Diego  
(Anthropology)

**Xinyi Liu** ([http://anthropology.artsci.wustl.edu/liu\\_xinyi](http://anthropology.artsci.wustl.edu/liu_xinyi))  
PhD, University of Cambridge  
(Anthropology)

### Professors Emeriti

**David L. Browman** ([http://anthropology.artsci.wustl.edu/browman\\_david](http://anthropology.artsci.wustl.edu/browman_david))  
Professor Emeritus  
PhD, Harvard University  
(Anthropology)

**Susan Rotroff** (<http://classics.artsci.wustl.edu/rotroff>)  
Jarvis Thurston & Mona Van Duyn Professor Emerita  
PhD, Princeton University  
(Classics)

**Sarantis Symeonoglou**  
PhD, Columbia University  
(Art History and Archaeology)

**Patty Jo Watson** ([https://anthropology.artsci.wustl.edu/watson\\_pattyjo](https://anthropology.artsci.wustl.edu/watson_pattyjo))  
Edward Mallinckrodt Distinguished University Professor Emerita  
PhD, University of Chicago

## Majors

### The Major in Archaeology

**Total units required:** 27

**Required courses:**

| Code     | Title  | Units |
|----------|--|-------|
| ARC 190B | Introduction to Archaeology                        | 3     |
| ARC 200C | World Archaeology: Global Perspectives on the Past | 3     |

**Elective courses:**

The major requires 21 advanced (300-/3000- or 400-/4000-level) units in addition to the two introductory courses. These

21 advanced units should be distributed from the offerings in anthropological and classical archaeology. All majors must complete a supervised archaeological field school of six weeks or the equivalent, approved by the departmental director.

## Additional Information

**Internships/Research:** The hands-on experience of archaeological fieldwork is particularly attractive to many students. Undergraduate majors in archaeology will complete at least one supervised field project, which is selected to best meet the student's long-term goals. Most field research projects are small, which allows students to work closely with faculty and staff. Recently, students have worked at excavations in such diverse areas as Ireland, France, Kazakhstan, Greece, Israel, China, Japan, Guatemala, Bolivia, the U.S. Southwest, and Cahokia, Illinois. Students focusing on North American archaeology often take an internship at one of the local private firms to gain experience in contract archaeology. Undergraduate participation in research is encouraged particularly for students working on Senior Honors theses.

**Senior Honors:** Archaeology majors are encouraged to work for Senior Honors, for which students may apply in the junior or senior year. Acceptance into the program is based on previous academic performance, a proposal accepted by an archaeology faculty member who agrees to supervise the honors research, and approval of the Archaeology program director. The Honors thesis will be evaluated by a three-member faculty committee.

**Study Abroad:** In addition to field schools in the summer, many students also opt to take a semester abroad, particularly those focusing in classical archaeology.

## Minors

### The Minor in Archaeology

**Units required:** 15

**Required courses:** The minor in the interdisciplinary program in Archaeology requires completion of 15 course credits. The minor should include one of the two introductory courses (ARC 190B Introduction to Archaeology or ARC 200C World Archaeology: Global Perspectives on the Past) and at least 12 advanced units from 300- and 400-level courses.

## Additional Information

The archaeology minor is usually fulfilled by a concentration in either the humanistic or in the social science areas. Thus, the minor will satisfy the Textual and Historical Studies distribution area or the Social Sciences distribution area, depending on which courses the minor includes.

## Courses

Visit online course listings to view semester offerings for L52 ARC (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L52&crslvl=1:4>).

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### L52 ARC 130 Freshman Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion and Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Same as L48 Anthro 130

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM

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### L52 ARC 190B Introduction to Archaeology

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.

Same as L48 Anthro 190B

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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### L52 ARC 200C World Archaeology: Global Perspectives on the Past

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: FAAM BU: IS EN: H

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### L52 ARC 300 Internship in Archaeology

Internship with an archaeological project or organization where the primary objective is to obtain professional experience outside

of the classroom. Student must have a faculty sponsor and a site or project supervisor. Prerequisites: open only to Archaeology majors with junior standing and permission of department. Credit variable, maximum 3 units. Art: HUM

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**L52 ARC 310C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: SSC BU: HUM

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**L52 ARC 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World**

This course will explore the archaeology of Europe, the Near East and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Same as L48 Anthro 3122

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L52 ARC 314B Prehistory of North America**

The predecessors of the Eskimo, Northwest Coast Indians, Pueblo mound builders, and other North American Indians. Concentrates on deductions from archaeological data for cultural development.

Same as L48 Anthro 314B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA EN: S

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**L52 ARC 3182 Ancient Africa: Social Mosaics and Environmental Challenges**

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 M.Y. to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socioeconomic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe, and Jenne Jenne. Course format is lecture and discussion. There are two midterms and students are expected to participate in interactive stone tool use, rock art creation, and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding

the purchase of African antiquities and conservation of cultural heritage.

Same as L48 Anthro 3182

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L52 ARC 330 Experimental Archaeology**

Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate. The class will be working with the most tangible materials recovered from archaeological contexts, that is stone and pottery. After reviewing the history of experimentation in archaeological investigations we will turn to the material record. This will be followed in our initial weeks of setting up the experiments and how they will be used to compare with available data sets derived from archaeological contexts. As part of the class we will take several field trips to areas where materials exist in a natural setting. Each class member will select a specific material for the focus of their experiments. In the end students will produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.

Same as L48 Anthro 330

Credit 3 units. Art: SSC

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**L52 ARC 3304 Bones to Behavior: Undergraduate Research in the Lab and at the Zoo**

We undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the Saint Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey — the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we meet once a week for 2.5 hours in the zooarchaeology laboratory. In the second half of the semester, we no longer meet in the lab, and each student spends two mornings of their choice per week at the Saint Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays and Sundays are included as choices of days. Permission of instructor is required.

Same as L48 Anthro 3304

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L52 ARC 3305 Bones to Behavior II**

In this class, students undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and, in collaboration with the Saint Louis Zoo, participate in behavioral studies of the ancestor of the donkey — the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 2,000 to 12,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester, students meet once a week for 2.5 hours in the zooarchaeological laboratory. In

the second half of the semester, we meet twice a week in the laboratory or at the zoo. Location depends on projects selected for study. Permission of instructor is required. May be repeated for credit.

Same as L48 Anthro 3305

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L52 ARC 331 Greek Art and Archaeology

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Same as L01 Art-Arch 331

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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#### L52 ARC 334 Roman Art and Archaeology

The art and archaeology of the Romans, with emphasis on the late Republic and the Imperial period. Major monuments of sculpture and architecture, as well as town planning, domestic architecture, and the minor arts are used as evidence for reconstructing ancient life.

Same as L01 Art-Arch 334

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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#### L52 ARC 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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#### L52 ARC 3369 Underwater Archaeology

Survey of the history, techniques and results of underwater excavation worldwide, with emphasis on the ancient Mediterranean. Prerequisite: ARC 190 or ARC 200, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM

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#### L52 ARC 345E The Art and Archaeology of Ancient China

Same as Art-Arch 345E(Q).

Credit 3 units. A&S: TH BU: IS

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#### L52 ARC 3461 Native Americans at Westward Expansion

Issues precipitated by Euro-American contact, colonization and expansion between 1492 and 1810 across Eastern North America, the Plains and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic

strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Same as L48 Anthro 3461

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: HUM

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#### L52 ARC 347B Ancient Mound Builders of the Mississippi Valley

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Same as L48 Anthro 347B

Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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#### L52 ARC 3617 Past and Present Cultural Environments

Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence and limitations. Beyond subsistence, environment and the "natural world" play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This upper-division undergraduate and graduate seminar course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals and the environment; and end with environmental politics.

Same as L48 Anthro 3617

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L52 ARC 3693 Anthropology of Death, Mourning and Burial

This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology, and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies are used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices also are conceptualized based on religion and secularity, social organization and biological approaches (e.g., paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide also are addressed. This course helps train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.

Same as L48 Anthro 3693

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L52 ARC 372 Geoarchaeology

Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation, the sedimentary context of archaeological remains, soils and sediments relevant to

archaeology, the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.

Same as L48 Anthro 372

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### **L52 ARC 373 Introduction to GIS for Anthropologists**

Use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS, but also the methodologies and tools used to collect and analyze spatial data.

Same as L48 Anthro 373

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### **L52 ARC 374 Social Landscapes in Global View**

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon, and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: NW

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#### **L52 ARC 376 Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth**

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course covers a large geographic and temporal span, but it is not about memorizing

lists of dates and places or putting dots on a map — it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course covers four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.

Same as L48 Anthro 376

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### **L52 ARC 3775 Ancient Eurasia and the New Silk Roads**

This course explores the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Same as L48 Anthro 3775

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: IS EN: S

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#### **L52 ARC 399 Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

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#### **L52 ARC 4020 Jerusalem, The Holy City**

An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity and Islam — through a study of archaeology, history, literature, politics and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic and Near Eastern Studies. During winter break, the class goes to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic and Near Eastern Studies. Others may enroll with instructor's permission.

Same as L75 JINE 4020

Credit 5 units. A&S: TH, CD, SD EN: H

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#### **L52 ARC 403 Culture and History of the Southwestern United States**

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco

Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies are discussed.

Same as L48 Anthro 403

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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### **L52 ARC 420 Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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### **L52 ARC 421 Minoan and Mycenaean Archaeology**

Same as Art-Arch 421.

Credit 3 units. A&S: TH, CD

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### **L52 ARC 4211 Paleoethnobotany and Ethnobotany**

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anthro 190BP or an introductory botany course, or permission of instructor.

Same as L48 Anthro 4211

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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### **L52 ARC 4212 Advanced Methods in Paleoethnobotany**

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation and reporting of data. Prerequisite: Anthro 4211 or permission of instructor.

Same as L48 Anthro 4212

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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### **L52 ARC 4214 The Archaeology of Food and Drink**

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students will explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Same as L48 Anthro 4214

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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### **L52 ARC 426 Ancient Athens**

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Prerequisite: Classics 345C, Classics 350 or permissions of instructor.

Same as L08 Classics 426

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM

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### **L52 ARC 4321 Ancient Coins**

The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulff collection of coins. Emphasis on coin typology, works of art or buildings illustrated on our coins, and the history of coinage. We use actual coins in the gallery. Due to the delicate nature of the material, the course is by permission of the instructor only.

Same as L01 Art-Arch 4321

Credit 3 units. A&S: TH Art: AH

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### **L52 ARC 4375 Ancient Greek Sculpture in Context**

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course focuses on original works of art of the Archaic and Classical periods (600–300 BCE), placing emphasis on how study of their contexts — the places in which they were produced, displayed and found — contributes to our understanding of their place in the ancient world. Background material, which is covered at the beginning of the semester, includes the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th to early 6th century BCE), and the stylistic development of the Archaic and Classical periods. We then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prerequisite: Art-Arch 331 or permission of the instructor.

Same as L01 Art-Arch 4375

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L52 ARC 4393 The Archaeology of Trade and Exchange**

Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade. This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency and resistance. It also examines the immaterial exchange of ideas, perceptions and values that alter concepts of identity, space and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.

Same as L48 Anthro 4393

Credit 3 units. A&S: SS A&S IQ: LCD, SSC EN: S

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**L52 ARC 4561 Ceramic Analysis**

Same as Anthro 4561

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L52 ARC 4562 Artifact Analysis: Mississippian Cultures**

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.

Same as L48 Anthro 4562

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC

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**L52 ARC 4655 New Advances in Archaeology**

Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. This course we focus on contemporary developments in archaeology, with an emphasis on current trends in theory, method and discovery. The objectives of the course are to place emerging trends in archaeological research in a historical context, to understand new methods, and to explore how various theoretical approaches influence the conduct of archaeological research around the globe.

Same as L48 Anthro 4655

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L52 ARC 4661 Historical Archaeology**

This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Same as L48 Anthro 4661

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art:

HUM

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**L52 ARC 4682 Ethnoarchaeology**

Theories, methods and techniques applied by archaeologists to contemporary societies and materials to aid their understanding of extinct societies. Analysis of ethnographic research in both the Old and New Worlds. Participation with Profs.

Watson, Browman, and Fritz are included in relevant topics.

Prerequisites: Anthro 160B or 190BP, and permission of instructor.

Same as L48 Anthro 4682

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L52 ARC 4752 Practicing Archaeology**

Credit 3 units. A&S: SS, WI EN: S

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**L52 ARC 4761 Pleistocene Peopling of Eurasia**

The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.

Same as L48 Anthro 4761

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC

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**L52 ARC 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa**

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity, characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class explores the phenomenon of domestication, and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We focus on how and why domestication occurred, and factors that influenced its spread, and interactions between late hunter-gatherers and early pastoralists, and intersections with complex societies of the Nile. We also look at the contributions of Africa to understanding pathways to food production world wide.

Same as L48 Anthro 4771

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN:

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**L52 ARC 4792 The Many Paths Leading Toward the Creation of the Ancient City**

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past, many scholars have argued that market economies and state-level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state-level institutions. While we want to understand the role of

the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?  
Same as L48 Anthro 4792  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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**L52 ARC 4803 Advanced GIS Modeling and Landscape Analysis**

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct and analyze this relationship in a virtual environment.  
Same as L48 Anthro 4803  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L52 ARC 481 Zooarchaeology**

Methods and techniques of analysis of faunal remains recovered in archaeological context, including aging, sexing, and the study of cultural modification of archaeological faunas.  
Same as L48 Anthro 481  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L52 ARC 482 Experimental Zooarchaeology**

Same as Anthro 482  
Credit 3 units. A&S: SS

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**L52 ARC 489 Pathways to Domestication**

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.  
Same as L48 Anthro 489  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L52 ARC 4892 Hunter-Gatherer Socioeconomic Variation**

This class will explore the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the last 20,000 years. We will discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We will examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa and Australia, and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.  
Same as L48 Anthro 4892  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC

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**L52 ARC 489W Seminar: Pathways to Domestication**

The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food. We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the

world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of Anthro 489 Seminar: Pathways to Domestication.  
Same as L48 Anthro 489W  
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L52 ARC 491 Archaeological Research**

Undergraduate research experience sponsored by one of the archaeology staff. May be taken more than once for credit. Prerequisite: permission of the faculty member under whom the research will be done.  
Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L52 ARC 492 Independent Studies**

Supervised independent research. For advanced undergraduates only. Prerequisite: permission of the faculty member under whom the work will be done.  
Credit variable, maximum 3 units.

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**L52 ARC 493 Honors Thesis**

Limited to students accepted into the honors program. Prerequisite: permission of department.  
Credit 3 units. A&S: SS EN: S

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**L52 ARC 497 Senior Project**

Designed for majors in Archaeology who have not satisfied their college capstone experience in another manner, or who are not satisfying this requirement through ARC 493 Honors Thesis. This course involves a structured research assignment, internship, fieldwork or independent project under the supervision of one of the department's faculty. Limited to students in the junior level and above. Permission of instructor who will supervise the work is required.  
Credit variable, maximum 3 units. A&S: SS EN: S

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**L52 ARC 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories**

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, considering how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market and cross-cultural ethics impact the placement, study and display of a culture's material heritage? We build the seminar around the history of collecting in America, with a focus on Midwestern examples, and particularly, important case studies in St. Louis. We, for example, consider the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art), and Morton May (modern and oceanic art), as well as the histories of both modern and non-Western collections now owned by the St. Louis area museums. This course is complemented by various local field trips (SLAM, Pulitzer, Kemper and Cahokia). Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.  
Same as L01 Art-Arch 4975

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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### L52 ARC 498 Intensive Writing Course: Archaeology

Designed for majors who have not satisfied their college writing requirement in another fashion. This course ordinarily is taken in tandem with another 300- or 400-level course in Archaeology, with the required permission to enroll granted by the instructor in that course. The student prepares a portfolio of papers, which undergo revision and rewriting, as assigned by that course instructor. In some cases, this writing-intensive course may be taken as an independent study course with one of the Archaeology professors. This latter option requires permission of both the department and the instructor. When the course is integrated with another 300- or 400-level course, credit is limited to 1 unit. If taken as an independent study course, credit is no more than 3 units. Permission of instructor required; limited to juniors and seniors.

Credit variable, maximum 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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## Art History and Archaeology

Art history provides the opportunity to explore the fine arts, architecture and visual culture, as well as the social, aesthetic and personal values that help shape it.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on European, Asian and American art, as well as world archaeology. In more advanced courses, students enjoy studying original works of art owned by the Washington University Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Foundation, and local private collectors. Students also are invited on annual field trips organized by the faculty to visit cities with major museum collections.

A variety of career paths are available to majors in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations, and other arts-related organizations.

**Contact:** Nancy Rubin  
**Phone:** 314-935-5270  
**Email:** artarch@wustl.edu  
**Website:** <http://arthistory.artsci.wustl.edu>

## Faculty

### Interim Chair

**John Klein** (<http://arthistory.artsci.wustl.edu/people/john-klein>)  
Professor  
PhD, Columbia University

### Chair

**Elizabeth C. Childs** (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs>)  
Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University

### Endowed Professor

**William E. Wallace** (<http://arthistory.artsci.wustl.edu/people/william-wallace>)  
Barbara Murphy Bryant Distinguished Professor of Art History  
PhD, Columbia University

### Professor

**Angela Miller** (<http://arthistory.artsci.wustl.edu/people/angela-miller>)  
PhD, Yale University

### Associate Professor

**Kristina Kleutghen** (<http://arthistory.artsci.wustl.edu/people/kristina-kleutghen>)  
David W. Mesker Associate Professor  
PhD, Harvard University

### Assistant Professors

**Nathaniel Jones** (<http://arthistory.artsci.wustl.edu/people/nathaniel-jones>)  
PhD, Yale University

**Ila Sheren** (<http://arthistory.artsci.wustl.edu/people/ila-sheren>)  
PhD, Massachusetts Institute of Technology

### Lecturer

**Esther Gabel** (<http://arthistory.artsci.wustl.edu/people/esther-gabel-0>)  
PhD, University of Cambridge

### Postdoctoral Teaching Fellows

**Alexis Clark**  
PhD, Duke University

**Sophia Powers**  
PhD, University of California, Los Angeles

**Deborah Spivak**  
PhD, University of California, Santa Barbara

### Affiliated Faculty

**David Freidel** ([http://anthropology.artsci.wustl.edu/freidel\\_david](http://anthropology.artsci.wustl.edu/freidel_david))  
Professor of Archaeology, Department of Anthropology  
PhD, Harvard University

**Rebecca Messbarger** (<http://rll.wustl.edu/people/messbarger>)  
Professor of Italian; History; and Women, Gender and Sexuality Studies  
PhD, University of Chicago

**Eric Mumford** ([http://samfoxschool.wustl.edu/portfolios/faculty/eric\\_mumford](http://samfoxschool.wustl.edu/portfolios/faculty/eric_mumford))  
Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University

## Professors Emeriti

**Susan Rotroff**  
Jarvis Thurston & Mona Van Duyn Prof Emerita  
PhD, Princeton University

**Sarantis Symeonoglou**  
PhD, Columbia University

**Mark S. Weil**  
E. Desmond Lee Professor Emeritus  
PhD, Columbia University

## Affiliated Curators, Mildred Lane Kemper Art Museum, Washington University

**Sabine Eckmann**  
Director and Chief Curator  
PhD, University of Erlangen–Nürnberg

**Meredith Malone**  
Associate Curator  
PhD, University of Pennsylvania

**Allison Unruh**  
Associate Curator  
PhD, Institute of Fine Arts, New York University

## Affiliated Curators and Directors, Saint Louis Art Museum

**Brent Benjamin**  
Director  
MA, Williams College

**Nichole Bridges**  
PhD, University of Wisconsin–Madison

**Lisa Çakmak**  
PhD, University of Michigan

**David Conradsen**  
MA, University of Delaware

**Phillip Hu**  
MA, Institute of Fine Arts, New York University

**Simon Kelly**  
PhD, Oxford University

**Hannah Klemm**  
MA, Courtauld Institute of Art, PhD Candidate, University of Chicago

**Eric Lutz**  
PhD, University of California, Santa Barbara

**Judith Mann**  
PhD, Washington University

**Alexander Brier Marr**  
PhD Candidate, University of Rochester

**Melissa Wolfe**  
PhD, Ohio State University

**Elizabeth Wyckoff**  
PhD, Columbia University

## Guest Scholars, Pulitzer Foundation

**Tamara Schenkenberg**  
Curator  
PhD, University of Wisconsin–Madison

**Cara Starke**  
Director  
MA, Williams College

## Majors

### The Major in Art History and Archaeology

**Total units required:** 30 (33 for those students undertaking Senior Honors)

#### Required courses:

| Code         | Title  | Units |
|--------------|--|-------|
| Art-Arch 111 | Introduction to Asian Art (spring)                     | 3     |
| Art-Arch 113 | History of Western Art, Architecture and Design (fall) | 3     |
| Total Units  |  | 6     |

\*A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To substitute a 4 or 5 on the AP Art History exam, a student must earn at least a B in a related upper-division departmental course.

#### Elective credits:

24 upper-level (300-level or above) art history credits. (Students may substitute one 200-level course for one upper-division course). One course at the 300-level or above is required in *three of the five* distribution areas: Ancient/Medieval, Renaissance/Baroque, European and American Modern, non-Western, and Architecture. Majors are required to take two 400-level seminars (in any field as long as they are home-based in the department), which are considered the Art History "Capstone Experience." Students may substitute one studio course of 3 or more credits (taken at any level in the Sam Fox School, or at another institution with prior permission) for a 300-level course. Students undertaking honors complete 3 additional credits of independent study in the second semester of their senior year. All courses for the major must be taken for a letter grade.

Majors are encouraged to acquire a good reading knowledge of French, Italian or German. For a concentration in ancient Mediterranean art and archaeology or Medieval art, either Greek, Latin or both will be useful. Similarly, Chinese, Japanese, Hindi or Arabic, for example, will be useful for a concentration in non-Western art. Majors also are encouraged to take studio courses in art and/or architecture in the Sam Fox School of Design & Visual Arts.

**Prerequisites:** Students should have the proper prerequisites before enrolling in 300- or 400-level courses. Courses in other departments (including courses in the Sam Fox School of Design & Visual Arts) do not count for the major unless they are cross-listed as Art History and Archaeology courses.

### Additional Information

**Internships:** Internships in the curatorial and education departments of local museums, arts organizations or commercial galleries are available to undergraduate art history and archaeology majors. Students may enroll in up to 6 credit hours of a voluntary internship, or secure a paid internship for no credit. Such internships provide invaluable experience and may help lead to employment opportunities after graduation. Internship credit may not be applied to the major but does count toward graduation.

**Study Abroad:** Students are encouraged to participate in a variety of international programs available in a number of overseas locations. Although students are strongly encouraged to acquire and use foreign languages, programs based in English also are available in most countries. Students may work with the department's Study Abroad adviser to find the program that best meets the student's particular interests and needs.

**Senior Honors:** Exceptional students who hold a 3.65 grade point average or better in advanced courses (300-level or higher) and an overall GPA of 3.65 may apply to work toward honors in the department. Honors are awarded to students for maintaining their GPA during their senior year and writing an honors thesis (enrolling in Art-Arch 499 each semester of the senior year), which is defended before at least two full-time faculty members, who are both usually from the department. Students completing the thesis accrue 33 (rather than the usual 30) course credits in the major.

## Minors

### The Minor in Art History and Archaeology

**Units required:** 18

**Required courses:**

| Code         | Title                              | Units |
|--------------|------------------------------------|-------|
| Art-Arch 111 | Introduction to Asian Art (spring) | 3     |

|              |  |   |
|--------------|--|---|
| Art-Arch 113 | History of Western Art, Architecture and Design (fall) | 3 |
|--------------|--|---|

Total Units 6

\*A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To substitute a 4 or 5 on the AP Art History exam, a student must earn at least a B in a related upper-division departmental course.

#### Elective courses:

Four courses at the 300 level or above must be from at least two of the following areas:

1. AM: Ancient Mediterranean and Medieval Art and Archaeology
2. RB: European Renaissance and Baroque Art
3. MEA: Modern European and American Art
4. NW: Non-Western Art and Archaeology (such as Asian, Islamic, Oceanic or African)
5. A: Architecture

Each of these upper-level courses must be taken for a letter grade.

### Additional Information

One L01 (Art History and Archaeology) course at the 200-level counts toward the minor. Courses in the colleges of Architecture or Art *do not count for the minor*. Students should have the proper prerequisites before enrolling in 300- or 400-level courses. Courses in other Arts & Sciences departments do not count for the minor unless they are cross-listed as L01 (Art History and Archaeology) courses at the 300 level or above. At least two of the 300-level courses must be completed in residence at Washington University. Space in 400-level seminars is limited, and majors will be given priority over minors, even from wait lists. Internship credit may not be applied to the minor but does count toward graduation.

## Courses

Visit online course listings to view semester offerings for L01 Art-Arch (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L01&crslvl=1:4>).

#### L01 Art-Arch 106 Freshman Seminar: Van Gogh and the Avant-Garde

This freshman seminar focuses on the art and career of Vincent Van Gogh, and his relationship to artists of the 1880s in France. We explore his art in connection to the movements of Impressionism, Japonism and Symbolism. We examine the avant-garde world of Paris, and Van Gogh's relationship to such figures as Gauguin, Bernard and Toulouse-Lautrec. The larger current of fin-de-siècle nostalgia for the countryside informs our study of his work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the St. Louis Art Museum complement our study. Readings include the

artist's letters, critical studies and biographies of Van Gogh and key figures in his circle. No prerequisite, but either Art-Arch 112 or co-enrollment with Art-Arch 211 is recommended.

Credit 3 units. A&S: LA Art: AH BU: HUM

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**L01 Art-Arch 107 Freshman Seminar: Public Art/Art and Its Publics in St. Louis**

The course considers the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation is to inquire into the conditions that seem to be necessary for visual art to be considered public. So we consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. After studying aspects of the history of public art, we proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the MetroLink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This leads us, finally, to theorize the function of public art in a variety of contemporary forms. Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which acquaint students with procedures in arts administration.

Credit 3 units. A&S: TH Art: AH BU: HUM EN: H

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**L01 Art-Arch 1075 Freshman Seminar: What's New? Contemporary Art in St. Louis and Beyond**

Freshman Seminar. This course introduces a broad range of practices within the field of contemporary art (art of the last two to three decades), paying particular attention to museum collections and exhibitions in St. Louis (Kemper Art Museum, St. Louis Art Museum, Contemporary Art Museum, the Pulitzer Foundation for the Arts, and the Museum of Contemporary Religious Art). Works in both new and traditional media are discussed (ranging from photography and sculpture to installation, performance, film and mixed media). Readings include artists' statements, theoretical texts, art criticism, and art historical essays. Students with little or no background in art history are encouraged to register. Class meetings are complemented by local field trips and some visits to artists' studios. No prerequisite.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L01 Art-Arch 1076 A Big Beautiful Wall: Contemporary Art of the U.S.-Mexico Border and Beyond**

Over the course of the last U.S. election cycle, the nation's border with Mexico proved to be a galvanizing issue. The exhortation to build a "big, beautiful wall," however, is nothing new in the history of U.S.-Mexican international relations. Since its establishment by the 1853 Gadsden Purchase, the border has loomed large in both the U.S. and Mexican cultural imaginaries, and in the post-Chicano period, spurring the production of politically engaged art. This course considers the U.S.-Mexico border and its artistic production in-depth, as well as the art of other border regions around the world.

Credit 3 units. A&S IQ: HUM Arch: HT Art: AH EN: H

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**L01 Art-Arch 1095 Freshman Seminar: Art in the Golden Age of Venice**

The art and architecture of Venice are inextricably linked to the city's distinct sociopolitical structure, cultural past and geography. This freshman seminar will consider the arts in Renaissance Venice within the city's unique context. Exploring the influence of the "Myth of Venice," we will examine the styles of painting, sculpture and architecture that were specific to Venice — and very different from contemporaneous developments in Rome or Florence. We will also study the unique physical characteristics of Venice, its economy and society, its political and religious life and cultural culture. We'll also learn about its food and music while we study the magnificent works of its most celebrated artists, Titian, Tintoretto and Veronese, to name a few. The course will address issues such as the family workshop, the introduction of oil paint, the role of antiquity in a city without ancient ruins, domesticity and the ceiling painting. From the private patronage of its confraternities, or scuole, to public programs sponsored by the Great Council, the course will examine the reflections of the "ideal state" in the art and architecture of the Serenissima, the most serene Republic.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: IS EN: H

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**L01 Art-Arch 111 Introduction to Asian Art**

Beginning with the birth of the Buddha and continuing through the present, this course introduces the most influential art and architecture from all across Asia. Each class covers both historic and modern works to emphasize the continuing dialogue between past and present in Asian art today. Classroom lectures; smaller, bi-weekly discussion sections. No prerequisite.

Credit 3 units. A&S: LA, CD A&S IQ: HUM, LCD Art: AH BU: HUM EN: H UColl: NW

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**L01 Art-Arch 113 History of Western Art, Architecture and Design**

A history of the visual arts, including architecture, sculpture, painting and design, from the ancient world to the present with emphasis on the relationship of art to society and to political and cultural events.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L01 Art-Arch 1135 Freshman Seminar: The World of Cleopatra**

Cleopatra — the last queen of ancient Egypt — captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of

Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L01 Art-Arch 116 Pompeii: Uncovering the Past**

This course examines the Roman city of Pompeii from archaeological, art historical and literary perspectives. Topics include the city's public spaces and religious sanctuaries, its grand mansions and common houses, its political systems and leisure activities. Class discussions probe the problems inherent in the interpretation of a city captured in a moment of crisis, and how ancient literary tropes have affected our understanding of the archaeological remains. Students also investigate modern interpretations of the site in the form of novels, exhibitions and documentaries. Freshmen and sophomores only. No prerequisites.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 119 From Hercules to Harry Potter: Picturing Heroes in Ancient Greece, Rome, and Beyond**

Societal celebration of influential people, mythical or real, raises them above others in public esteem and endows them with a high degree of fame, honor, and symbolic significance. Such heroic figures are often elevated and admired not only for their individual accomplishments, but also for the moral and ethical values and virtues that they embody as examples to others. Yet, the functions of heroes (and anti-heroes) may be controversial and their meanings contested. An exploration of the role of images and other forms of visual culture in the conception of heroism, and by extension virtue (character traits that are in some deep or fundamental way connected with being a morally good or admirable person), will present the opportunity to examine, among others, the following questions: What is the role of the visual arts in establishing and sustaining heroic status through which societies define and articulate their values? How do images shape an understanding of heroic significance? What are some of the religious and political uses of heroic images? What is the relationship between the historical person (if there is one) and the imaginative construction of the hero, or put another way, the relationship between history and memory? How do images of heroes shape the narratives of communal identity of which they are a part? Together we will first explore objects and texts from ancient Greece and Rome that address these questions from a variety of thematic and methodological perspectives. We will then examine the survival and transformation of ancient conceptions of the hero in representations of America's founding fathers, American frontiersmen, comic book superheroes, and the characters of the Harry Potter Series.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

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**L01 Art-Arch 120 Majors' Colloquium**

This one-credit course provides students the chance to explore opportunities available to majors in the history of art and archaeology both during their time at Washington University and post-graduation. It was developed in response to the suggestion of past graduating seniors, who requested more formal guidance in professional development. Topics discussed include, among others: securing internship and fieldwork experience; preparing for an honors thesis; applying to graduate school in art history and archaeology; preparing for careers in museum, gallery and academic fields; and transferring the undergraduate degree to graduate programs in business, law

and medicine. Guest speakers from the university and from the St. Louis community attend various sessions to provide current professional perspective on relevant topics. Prerequisite: a declared major in the Art History and Archaeology. Other students with a strong interest in Art History and Archaeology are admitted at the discretion of the instructor.

Credit 1 unit. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 146 Freshman Seminar: Beijing and the Forbidden City**

The Forbidden City has been the heart of Beijing for nearly six hundred years, and continues to influence both China and its capital today. Through art, architecture and urban design, this seminar examines the intertwined relationship of the palace and its surrounding city: their origins and constructions, the coded symbolism of their plans, their most influential characters, their modern identities as the backdrops to major political events, and their roles in contemporary art and the Olympics. This discussion-based seminar also aims to help students develop their skills in writing and critical analysis as a foundation for future classes. No previous experience with art history or Asian studies required.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH BU: IS EN: H

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**L01 Art-Arch 190B Introduction to Archaeology**

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two one-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.

Same as L48 Anthro 190B

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L01 Art-Arch 215 Introduction to Modern Art, Architecture and Design**

An introduction to major developments in modern art, architecture and design in Europe, the Americas and across the globe from the mid-19th century to the present. Focus is on the history and theories of modernism and its international legacies, and the relationship of the visual arts, architecture and visual culture more generally to the social, cultural and political contexts of the modern era. While the precise topics covered may vary from one instructor to another, foundational movements and trends discussed typically include Beaux-Arts style, the Arts and Crafts Movement, Impressionism, Symbolism, Art Nouveau, Cubism, Dada, Surrealism, Purism, Art Deco, the Bauhaus, the International Style, Abstract Expressionism, Pop Art, Minimalism and Postmodernism. Cross-currents in various media are emphasized as we seek to understand the origins and complexity of modern visual forms in relation to political and cultural history and to critical theory. Students engage a wide range of readings in historical sources, theories composed by artists, architects and designers, critical responses to the arts, and secondary critical literature.

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Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L01 Art-Arch 225 Matisse and Picasso**

These artists are considered individually, and in relation to such artistic movements as Cubism, Fauvism and Surrealism. Examines work in all media (painting, sculpture, decorative arts, theater and printmaking). Explores response to the political environment of modern France, including the two World Wars. Weekly class meetings, plus several required visits to the exhibit and to special lectures at the Saint Louis Art Museum. Class limited to 10. Prerequisite: Art-Arch 112 or 211, or permission of instructor.

Credit 3 units. A&S: TH Art: AH BU: HUM

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**L01 Art-Arch 232 Myths and Monuments of Antiquity**

An introduction to the ancient world (circa 3500 BC to AD 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.

Credit 3 units. A&S: LA, CD A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

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**L01 Art-Arch 299 Internship in the Art Community**

Prerequisite: a major or minor in Art History; permission of the undergraduate adviser requested in advance; and a letter from the sponsoring institution stating the nature of the internship.

Credit variable, maximum 3 units.

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**L01 Art-Arch 3001 Writing-Intensive Topics in Art History and Archaeology**

Selected Topics in Art History and Archaeology. Writing-Intensive Course — topics vary. Consult current semester listings. Prerequisite: permission of the instructor.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art: AH BU: HUM EN: H

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**L01 Art-Arch 307 Northern Renaissance Art**

A survey of the major artistic developments in Northern Europe, ca. 1400–1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination and architecture in social, political and religious contexts. The major artists covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch and Pieter Bruegel the Elder.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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**L01 Art-Arch 3090 African Art in Context: Patronage, Globalisms, and Inventiveness**

This course offers an introduction to principal visual arts from Africa, prehistoric to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding and social history. Theoretical perspectives on the collection, appropriation and exhibition of African arts in Europe and North America will be examined. Course work will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

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Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H  
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**L01 Art-Arch 311C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: SSC BU: HUM

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**L01 Art-Arch 331 Greek Art and Archaeology**

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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**L01 Art-Arch 3330 Greek and Roman Painting**

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention is paid to the social, political, and religious aspects of ancient Greco-Roman painting, and to questions of innovation in artistic practice. Special emphasis is placed on students' cultivation of the tools of art-historical analysis, and of the presentation of that analysis in written form. Readings appear in the course textbook or are supplied as PDFs; extracts of primary sources are occasionally distributed as photocopies in class.

Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215) or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH EN: H

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**L01 Art-Arch 334 Roman Art and Archaeology**

The art and archaeology of the Romans, with emphasis on the late Republic and the Imperial period. Major monuments of sculpture and architecture, as well as town planning, domestic architecture and the minor arts are used as evidence for reconstructing ancient life.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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**L01 Art-Arch 3412 Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture and print culture, the course also explores the tea ceremony, fashion, calligraphy, garden design and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

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**L01 Art-Arch 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

This course examines Chinese art and material culture from the prehistoric period through the end of the medieval Tang dynasty, when the Chinese capital boasted a cosmopolitan population of more than 1 million people. Topics covered include Neolithic ceramics and jades, the bronzecasting tradition, funerary art and architecture, the Terracotta Army, the origins of Chinese brush arts, Buddhist painting and sculpture, and the varied exotica of the Silk Road. Each class teaches recent works together with the ancient to demonstrate how the origins of Chinese art and architecture continue to influence contemporary works. Prerequisite: Art-Arch 111 Introduction to Asian Art or permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H

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**L01 Art-Arch 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. Engaging with the theoretical issues in art history, we also pay particular attention to questions of gender, social identity, cultural politics and government control of art. No prerequisites.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

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**L01 Art-Arch 3442 Chinese Painting, Then and Now**

Tracing the unbroken history of Chinese painting from the first through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH EN: H

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**L01 Art-Arch 3482 The Floating World of Japanese Prints**

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: Art-Arch 111EQ, or background in printmaking or Japanese culture.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM

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**L01 Art-Arch 3545 The Art and Architecture of Ancient Mesoamerica: Objects of Ritual, Places of Power**

This course examines the artistic and architectural achievements of the civilizations of ancient Mesoamerica, a cultural region covering most of modern-day Mexico, Guatemala, Belize and Honduras. From the emergence of complex societies in the second millennium BC through the rise of the spectacular cities of the Maya and ending with the violent fall of the Aztec Empire in the 16th century AD, rulers of ancient Mesoamerica relied on a consistent set of themes, images and media to proclaim their religious and political authority. This class explores how artists,

farmers, priests, elites, kings and other community members created a vast array of images and objects that expressed cultural ideals, political and religious narratives, and distinct ethnic and civic identities. Prerequisites: Art-Arch 112, ARCH 200, Anthro 335 or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH EN: H

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**L01 Art-Arch 360 Renaissance Architecture**

The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of 15th-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti and Andrea Palladio.

Credit 3 units. A&S: TH Art: AH, GFAH BU: HUM

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**L01 Art-Arch 3602 Italian Renaissance and Baroque Architecture**

This course will survey the development of architecture in Italy from 1400 to 1700. From long-established medieval models we will explore the reintroduction and reinterpretation of Antiquity from the late 14th-century onward. The course will then explore how these foundational Renaissance ideals evolved to become Mannerism and found their ultimate expression in Bernini's Baroque. Following a chronological progression, the course will address the structures and theories of the period through its leading architects, Brunelleschi, Alberti, Michelangelo, Palladio and Bernini, among others. The course will explore a wide range of architectural types, from the centralized church to private palaces and villas. Further themes to be considered will include: the development of the architect as a professional, regional styles and their relationship with antiquity, patterns of patronage, and the interior. Prerequisites: L01 113 Intro to Western Art, Architecture and Design.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L01 Art-Arch 361 Art of Early Italian Renaissance**

A survey of Italian Renaissance art from its origins to the end of the 15th century, examining artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci. Prerequisite: Art-Arch 1113.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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**L01 Art-Arch 362 High Renaissance Art**

A general survey focusing on such outstanding figures of the period as Leonardo da Vinci, Michelangelo and Raphael. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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**L01 Art-Arch 3620 Mannerism in Italy**

This course surveys the various embodiments of Mannerism, "maniera," or what has been called the "stylish style," in Italian art following in the wake of the High Renaissance. The nature of this self-conscious response to the achievements of the Raphael, Michelangelo and the revival of the antique has resisted easy classification both in contemporary writings and modern scholarship. The works of the "maniera" have been framed both in terms of decadence and refinement. The period was also a time of great social and religious upheaval, leading some to define Mannerism as a style of crisis. On the other hand, the deliberate elegance and grace that characterizes so

many works responded to the tastes of court society. The course addresses the conflicting definitions of Mannerism by analyzing the works of art themselves and placing them in their social and cultural contexts.

Credit 3 units. A&S: TH Art: AH, GFAH BU: HUM

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#### L01 Art-Arch 365 Baroque Art

A survey of the development of painting and sculpture in 17th-century Europe. Emphasis on the works of Caravaggio, Bernini, Poussin, Rubens, Rembrandt and Velazquez. Prerequisite: Art-Arch 112 or permission of the department.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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#### L01 Art-Arch 3671 Michelangelo: Painter, Sculptor, Architect

An examination of his life, his work and his time. A consideration of the artist's painting, sculpture and architecture in relation to his contemporaries and to the broad historical, political and artistic currents of his day. Prerequisite: Art-Arch 112.

Credit 3 units. A&S: TH Art: AH BU: HUM

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#### L01 Art-Arch 370 The American West: The Image In History

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH BU: HUM

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#### L01 Art-Arch 371 American Art to 1900

A survey of broad social, cultural and nationalist themes in the visual arts from European contact with the New World to 1900. Topics include the encounter of New World cultures with European colonizers and the ongoing relationship between America and Europe; the changing image of the artist; the role of art in the formation of national identity. Prerequisite: Art-Arch 113 or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: BA EN: H

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#### L01 Art-Arch 3712 Art and Culture in America's Gilded Age

Developments in American culture from the end of the Civil War to the turn of the century: novels, buildings, images, public and private spaces of this transitional period — a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature and social experience. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, Louis Tiffany.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: BA

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#### L01 Art-Arch 372 American Art to 1980

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and

figuration, regionalism and internationalism, photography and advertising.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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#### L01 Art-Arch 376 American Modernism, 1900–1940

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life — its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film and photography. Lecture/discussion. Prerequisite: Art-Arch 211 Introduction to Modern Art or permission of the instructor.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: AH BU: ETH

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#### L01 Art-Arch 3762 American Modernisms, 1900–1940

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life — its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film and photography. Lecture/discussion. Prerequisite: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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#### L01 Art-Arch 3782 Modern Art 1905–1960

This course investigates topics in European painting, sculpture, architecture, photography and film. Lectures and readings address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus and Art Brut. Prerequisite: Art-Arch 211 or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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#### L01 Art-Arch 3783 The Modernist Project: Art in Europe and the United States, 1905–1980

The course surveys major tendencies in painting and sculpture from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the U.S. About two-thirds of the course treats European art, about one-third treats American art. Photography, architecture and work in other forms are considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; relationship between art and linguistics, philosophy, literature, economics and science; the role of geopolitics in art production; intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L01 Art-Arch 3785 Photography in America

This course considers the practice and use of photography in America from its invention up to the present, offering various ways of thinking about the medium and its relation to society and

culture. Students come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium through such episodes as the New Deal/FSA and photojournalism, but also the private explorations of "fine art" photographers, and the everyday practices of the snapshot. Prerequisites: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art or one course in American History, American Cultural Studies, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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**L01 Art-Arch 3815 Rococo to Revolution: Art in 18th-Century Europe**

The Long 18th Century serves as a bridge between two fundamentally different times. The Europe of 1700 was dominated by absolutism and the ancien régime. The Europe of 1800 was in an age of revolution. This course will explore the dramatic shift in artistic representation and individual self-conception that occurred throughout the century to usher in our modern age. Important topics to be considered include: the rise of the Academy; the Enlightenment and the Encyclopédie; the Grand Tour; Art and Science; and the French Revolution. Focusing on the development of artistic trends, the course will address transformations in painting, sculpture and architecture throughout Europe.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L01 Art-Arch 3822 City and Country in Late Impressionism 1880–1905**

This course considers the relationship between the Parisian art world and the avant-garde painters who retreated to the countryside between 1880 and 1900 to paint rural landscapes, provincial life and exotic locales. We consider the artistic dialectic of city and country through examining the art and careers of Van Gogh in Provence, Gauguin in Brittany and Tahiti, Cézanne in Aix and Monet in Giverny, among others. We consider such themes as artist colonies, the market for landscape, rural escape as a critique of bourgeois urbanism; and the connections between tourism and the nostalgia for the provincial and the exotic.

Credit 1 unit. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 3831 Art in the Age of Revolution: 1789–1848**

European painting, sculpture and printmaking from the French Revolution to the mid-19th century; French, English, German and Spanish artists discussed in social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of classicism and romanticism, the rise of history painting, and the development of realism in both landscape and genre painting. Prerequisite: Art-Arch 112 or permission of the instructor.

Credit 3 units. A&S: TH Art: AH BU: HUM

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**L01 Art-Arch 3833 Realism and Impressionism**

An examination of the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues explored include the breakdown of academic

art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice.

Prerequisite: Art-Arch 112 or Art-Arch 211 or permission of instructor.

Credit 3 units. A&S: TH Art: AH BU: HUM

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**L01 Art-Arch 3835 The Art Museum: History, Theory and Design**

The course studies the conceptual basis of the institution of the art museum in the United States and Europe, including its history, theoretical foundations, design and cultural function. We begin with the origins of the modern museum in the 18th century and earlier; trace the development in the 19th century of the earliest national art museums in the U.S. and Europe; consider the opportunities and problems of museums of modern and contemporary art in the 20th century; address the question of appropriate architectural strategies for art museums of the past and the present; and consider a variety of developments in the art museum today. Prerequisite: Art-Arch 211 Introduction to Modern Art or ARCH 2284/ARCH 4284 Architectural History II or permission of instructor. Students in the College of Architecture may register for this course under the assigned College of Architecture course number.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L01 Art-Arch 3838 Modern Art in Fin-de-Siècle Europe, 1880–1907**

This course examines artistic production at the turn of the century in France, Belgium, England and Scandinavia. Beginning with the re-evaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, Renoir). Considers cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: Art-Arch 112 or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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**L01 Art-Arch 3862 The Mediterranean and French Modernism**

This course surveys the development of the Mediterranean region as an important site of modernist artistic practice. Among the artists considered are Pierre-Auguste Renoir, Henri Matisse, Pablo Picasso, Marc Chagall and Yves Klein. Excursions to museums and other artistic sites.

Credit 1 unit. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States**

In this multimedia, interdisciplinary course, we consider the history, theory and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th and the beginning of the 20th centuries through its late expressions in Beat culture and Pop art of the 1950s and 1960s. Dada's emergence in Zurich and New York in the midst of the First World War set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to

dominant culture, but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements, with substantial cross-transmission between Europe and the United States, are emphasized. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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#### L01 Art-Arch 3877 Cubism and Its Global Legacies

During the early 20th century, Cubism marked a radical break in the European representation of three-dimensional space in painting through a bold reconsideration of atmospheric and linear perspective. Early Cubists such as Pablo Picasso achieved this formal breakthrough in part through studying African and Oceanic art. Between the summer of 1908, when Braque and Picasso developed the style collaboratively in France, and the advent of WWI in summer 1914, Cubism became the most influential style in the international art world. This course examines the development of Cubism in France, and analyzes how artists throughout Europe and the world adapted Cubism for their own purposes. Of particular interest is how artists from outside Europe and the U.S. have responded to Cubism's appropriation of non-Western art. Class format is lecture and discussion. Prerequisites: L01 Art-Arch 113 Introduction to Western Art or L01 Art-Arch 215 Introduction to Modern Art, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L01 Art-Arch 388 Contemporary Art

A survey of global contemporary art from 1970 to the present. Topics: happenings, minimalism, body art and neo-expressionism, placed in their social and political contexts. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: IS

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#### L01 Art-Arch 3884 Modern Design and Modern Culture

This course explores key issues of modernity (industrialization, consumerism, mass culture, nationalism, etc.) through the study of material culture. Focusing primarily on modern design in Europe and North America from William Morris to Charles Eames and Aleksander Rodchenko to Bruce Mau, we examine major developments in design thinking and practice as both reactive to and generative of broader political, economic, and social concerns. The course is organized around important and influential exhibitions, from World's Fairs to storefront shows, where design professionals, institutions, and publics came together to reflect on topics of urgency, identify alternatives, and imagine the implications of design on everyday life. Wherever possible, class discussions/lectures and assignments make use of objects and archives in area collections. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215) or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L01 Art-Arch 3888 Museum Theory and Practice

This course explores the history of fine art museums and related debates on the nature of collecting and modes of display. Using historical and theoretical texts as well as select case studies, we focus on how the evolving structure and mission of the museum impact our understanding of art. Topics include the Renaissance "cabinet of curiosities," the Salon controlled by the French Academy, the rise of the modern art museum, and the proliferation of contemporary curatorial strategies in

today's global art world. In addition to the study of the history of exhibitions and the role of the museum, the course also investigates the various jobs and responsibilities that people hold within museums. Guest speakers include members of the curatorial, publications, registration, education and installation staff at the Mildred Lane Kemper Art Museum. We also take advantage of the distinct art institutions in St. Louis, exploring exhibitions and permanent collection displays at the Kemper Art Museum, Saint Louis Art Museum, the Pulitzer Foundation for the Arts, and the Contemporary Art Museum. Prerequisite: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH EN: H

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#### L01 Art-Arch 3892 Modern Sculpture: Canova to Koons

This course surveys sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period 1890–1980. A rapid traverse of Neoclassicism, Realism and the rage for statuary in the later 19th century take us to the work of Rodin and a more systematic exploration of developments in sculpture of the 20th century. Particular emphasis also is given to the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse and Bourgeois. An important theme running through the course as a whole, from an age of nationalism and manufacturing to our own time of networks and information, is the changing definition of sculpture itself within its social and political context. We also explore various new artistic practices — video, performance, installations and body art, for instance — and interrogate their relationship to sculptural tradition and innovation. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L01 Art-Arch 3972 Alterna-Art

Can contemporary art be truly alternative? What does the term even mean, when the channels for distributing art are available to all? This course presents a survey of art created outside of institutions and official channels. Students are exposed to a variety of different media, from graffiti and muralism to performance and internet art. The course also deals with questions of agency, "authenticity," and co-optation of street art by commercial means. Classes consist of a hybrid lecture/discussion format with weekly readings. Prerequisites: Intro to Western, Intro to Modern or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L01 Art-Arch 3973 New Media, New Technologies

In summer of 2013, Random International's *Rain Room* was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but also raises questions as to the uses of technology in contemporary art, and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The *Rain Room* is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course considers technological developments in modern and contemporary art, from photography, video and new media, digital and internet art, as well as forays into new technology that blur the lines between art and science. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215; or permission of the instructor.

Credit 3 units. BU: HUM

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**L01 Art-Arch 3975 Art and Activism**

This course examines political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse, as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4000 Topics in Art History and Archaeology**

Prerequisites: L01 113, L01 215; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4002 The Decorative Aesthetic in Modernism, 1860–1960**

In the criticism of modern art, decoration and decorative have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space and delight the eye. But in the late 19th century, these terms carried important cultural value, and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications. This course investigates decoration and theories of "the decorative" in modern art in Europe and the United States, with special attention to the evolution of ideas of modernism in both 2-dimensional and 3-dimensional environments. We also consider some of the political meanings that may be borne by both public mural painting and domestic decoration, as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock and Shapiro. Prerequisite: Art-Arch 211 Introduction to Modern Art, or any 300-level course in art history, or permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4015 Theories of Modern Art and Architecture**

The course presents theories of art and architecture from the 19th to the 21st century in their historical contexts through a set of in-depth investigations of selected topics. Some knowledge of history and theory is integral to contemporary understandings of the disciplines of art, art history and architecture. To foster a historical understanding of theories of modern art and architecture, we discuss a selection of key texts, divided into three sections: theoretical sources of modern art and architectural history in the 19th century; theories of modernism, from the formalist to the Marxist; postmodern critiques of modernism, in such areas as feminist theory and poststructuralism. Class visits to Sullivan and Adler's Wainwright Building (1890–91), Saarinen's Arch at the Jefferson National Expansion Memorial (completed 1964), Ando's Pulitzer Foundation for the Arts (2001), and Maki's Kemper Museum of Art (2006) are integral to the work of the course. Prerequisite: Either Art-Arch 112 Introduction to Western Art or Art-Arch

211 Introduction to Modern Art and any 300-level course in art history; or permission of instructors.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4045 Beyond Painting: Innovation in Prints and Sculpture in Early Modern Europe**

Prints and sculpture are frequently overlooked in the study of early modern European art, yet the issues they raise are critical to our understanding of the period. Both categories, too often seen as secondary to painting, entail frequently complex technical and intellectual innovations that were fundamental to their time. This course will focus on these two important media in order to offer a fuller and richer picture of how artists of the Renaissance and baroque periods reinterpreted and expanded their visual vocabularies in response to, and in participation with, changing technologies and ideologies. Beyond Painting is based on direct interaction with works of art with the aim of facilitating enhanced looking and evaluation skills essential to the study of art history. Held at the Saint Louis Art Museum, each session will focus on the Museum's collection as well as the objects in the exhibition "Learning to See: Renaissance and Baroque Masterworks from the Phoebe Dent Weil and Mark S. Weil Collection." Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM EN: H

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**L01 Art-Arch 4240 The Plundered Past**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L01 Art-Arch 428 The Invention of the Image: From Classical Art History to Modern Visual Studies**

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from

traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215); one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### **L01 Art-Arch 429 Art and Death in Ancient Rome**

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased, of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large, stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### **L01 Art-Arch 430 Topics in Northern Renaissance Art**

Credit 3 units. A&S: TH Art: AH

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#### **L01 Art-Arch 4321 Ancient Coins**

The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulff collection of coins. Emphasis on coin typology, works of art or buildings illustrated on our coins, and the history of coinage. We use actual coins in the gallery. Due to the delicate nature of the material, the course is by permission of the instructor only.

Credit 3 units. A&S: TH Art: AH

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#### **L01 Art-Arch 4375 Ancient Greek Sculpture in Context**

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course focuses on original works of art of the Archaic and Classical periods (600–300 BCE), placing emphasis on how study of their contexts — the places in which they were produced, displayed and found — contributes to our understanding of their place in the ancient world. Background material, which is covered at the beginning of the semester, includes the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th to early 6th century BCE), and the stylistic development of the Archaic and Classical periods. We then proceed to discussion of various types of sculpture (architectural, cult statue, votive,

commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prerequisite: Art-Arch 331 or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### **L01 Art-Arch 4376 Pictorial Illusion in the Ancient Mediterranean**

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course investigates trans-historical connections between vision, visuality and methods of representation. Prerequisites: one of Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units.

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#### **L01 Art-Arch 439 Greek Art in Rome: Discourse, Dedication and Reflection**

Throughout the modern period, Ancient Greek art has been perceived of as a genuinely original and creative tradition, in which both individual artists and regional schools made some of the most significant advances in the long development of European art. Roman art, by contrast, has been seen as derivative and secondary; Johann Joachim Wincklemann, the founder of modern art history, classified it among the "style of the imitators." But this traditional dichotomy rests in large part on the Romans' own reactions to their encounters with the arts of Greece. Through the analysis of textual sources, architecture, statuary and painting, this course investigates the status and influence of Greek art in the city of Rome from the third-century BCE until the late Imperial period, and seeks to understand how Roman responses to and uses of Greek art have come to shape the modern perception of both traditions. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### **L01 Art-Arch 444 The Forbidden City**

Home to 24 emperors of the Ming and Qing dynasties (1368–1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace, its construction in early Ming, the coded symbolisms of its plan and decoration, the rituals of court, and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines, from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and the backdrop to major political events, as well as its role in the urban design and contemporary art of 21st century Beijing.

Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: AH EN: H

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**L01 Art-Arch 4482 Japanese Prints: Courtesans, Actors and Travelers**

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4489 The Three Emperors: Redefining Chinese Art in the Golden Age**

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long 18th century. Prerequisites: Art-Arch 111 Introduction to Asian Art; or one 300-level course in Asian art history, history or literature; or permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L01 Art-Arch 4490 Art, Vision, and Science in China**

After China and Europe began sustained contact, the introduction of Western science, math and technology often affected Chinese art more than anything else. New optical devices and ways of visually understanding the world produced a range of positive and negative responses. Often expressed in art, these works demonstrate how new ideas affected Chinese conceptions of vision, looking, cognition and visuality. Covering the 17th through mid-20th centuries, this course discovers how Chinese art became entwined with vision and modern science, covering prints, paintings, objects and photographs across medicine, astronomy, cartography, optics and mathematics. Prerequisite: L01-111, one course in Art History or Asian Studies, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HT Art: AH

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**L01 Art-Arch 4494 East, Meet West: Cross-Cultural Aesthetics in Chinese and Japanese Art**

This seminar grounded in cross-cultural aesthetics examines East Asian visual responses to European art and science from the 16th through 19th centuries. First introduced by Jesuit missionaries, continued by merchants, and culminating with colonial enterprises, the same Western ideas and works left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art, before proceeding thematically through time to cover painting, cartography, woodblock prints, ceramics and photography within transregional and transcultural contexts. Prerequisites: at least one course in Asian art or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4615 Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we look at the caricatural traditions in France and England from the late 18th-century through the early 20th century. Special emphasis is placed on visual satire as a vehicle for social and political critique, on theories of humor (particularly Baudelaire and Bakhtin), and the development of a mass market for this imagery. Other figures discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University, as well as collections available for study in Olin Library and at the St. Louis Art Museum. Prerequisites: Art-Arch 112 or Art-Arch 211, or a 300-level course in modern European history or literature, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4621 Leonardo da Vinci**

Leonardo da Vinci is universally recognized to be one of the greatest artists of all time. But who was Leonardo? Artist or scientist? Master, magus or myth? This seminar explores the reality and fiction of a fascinating, yet enigmatic genius, as well as placing this unique individual in the contexts of Renaissance Italy and the modern imagination.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L01 Art-Arch 4624 Michelangelo**

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting and sculpture; with special attention to his assistants, friends, family and contemporaries. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4625 Venice**

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L01 Art-Arch 4629 Carravaggio: Master and Murderer**

Michelangelo Merisi (Michael Angelo Merigi or Amerighi) da Caravaggio (29 September 1571 - 18 July 1610) was one of the most important and influential painters of the 17th century, in Italy and throughout Europe. He was active in Rome, Naples, Malta and Sicily between ~1592 and 1610. But who was Caravaggio? What do we really know about his tempestuous life and how it factors in the art he created? Caravaggio was a powerful, brilliant, brutish, and hugely influential artist; a belligerent personality, brawler and murderer. He was a man of contradictions: a devout Christian and bisexual sodomite; a Knight of Malta and a fugitive from the law. This seminar explores the reality and fiction of this fascinating and influential genius, and places him in his historical, social and artistic contexts — from Baroque Italy to the modern imagination. Prerequisites: L01 113; one 300-level course in Art History; and permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HT Art: AH

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**L01 Art-Arch 4662 Michelangelo the Architect**

When, why and how did the great Renaissance sculptor, painter and poet Michelangelo Buonarroti become an architect? This seminar surveys Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 467 Topics in Baroque Art**

Credit 3 units. Art: AH

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**L01 Art-Arch 4678 Bosch and Bruegel**

Humor, monstrosity, violence, and vernacular culture pervade the oeuvres of Hieronymus Bosch and Pieter Bruegel the Elder, two of the most seminal artists of the Northern Renaissance. This course addresses the complexity of their oeuvres and the methodological problems raised in the interpretation of their enigmatic imagery, with a particular focus on the dissemination of their artistic personas in print. Prerequisites: L01 113 or L01 215; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4721 Hydrogen Jukebox: American Art and Culture, 1945-1960**

The rise and "triumph" of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar puts Abstract Expressionism into context with parallel developments in the arts, photography and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Abstract Expressionism; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. Prerequisite: a 300-level course on 20th-century art, photography or history; or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 473 Art and Culture in Fin-de-Siècle America**

The particular climate of the fin-de-siècle and its expression in art, architecture and letters. Concurrent development in Vienna, Paris and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the "crisis in bourgeois values," and redefinitions of gender. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4743 Imagining the West**

The historical, visual, literary and scientific encounter of Europeans and European-Americans with the North American frontier. Examines how the West as myth and reality was assimilated into, and imaginatively colonized by, both Europe and America from the pre-discovery period through the end of the 19th century. Images of the first encounter, cultural dynamics of the colonization process, cultural resistance of native Americans. Field trips, guest lectures. Prerequisite: 100-, 200- or 300-level courses in art history; or 300-level courses in European or American 19th-century comparative literature, history; or permission of instructors.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4744 TransAmerica: The US and Mexico between the Wars**

Many areas of 20th century U.S. culture between World Wars I and II were inspired by post-revolutionary Mexico. The Mexican Revolution (1910–1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the U.S. Among artists, writers, anthropologists and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. The seminar supports travel to Mexico City, funded by the Art History and Archaeology department. Must be a graduate student, or an undergraduate major or minor in Art History and Archaeology. Recommended courses: one 300- or 400-level course in 20th century U.S. art or history; or one relevant course in Latin American Studies program.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L01 Art-Arch 475 The City in American Arts and Popular Culture, 1910–1940**

Using visual media—painting; prints and illustration; film and animation — along with studies of vaudeville, and other forms of popular and mass entertainment — this seminar analyzes the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we consider such issues as the relationship between work and leisure, and between high culture and popular arts. We look at critiques and celebrations as well as at how the popular arts help the ordinary man and women to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisites: 300-level course in American 20th-century cultural history, or American art or literature; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L01 Art-Arch 4770 Cosmopolitan and Native Modernisms: The U.S. and Europe between the Wars**

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, it begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism in the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, linked to a search for roots, on the one hand, and on the other, to a desire for forms of spatial and social mobility. Comparing "homegrown" and expatriate experience, we consider divergent attitudes toward identity, gender, nation, time and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4774 The Age of Gatsby: American Art and Culture from World War I to the Great Crash**

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the "Rediscovery of America" and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is an interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identity(-ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4776 The Arts of Cultural Democracy: America in the 1930s**

What does democratic access to the arts look like? Over the past decade the question of distributive justice has taken on new urgency in our nation. This seminar will look at an earlier period in the nation's history — the 1930s, from the stock market crash of 1929 to the beginning of World War II — when the ideal of cultural democracy was put into practice on a variety of fronts, from dance to the fine arts to public murals and the collecting and inventorying of the nation's material and cultural legacies. We will also consider the possibilities and limits of political art, the impact of John Dewey on future generations of artists and culture-makers; the relationship between leftist politics and modernism; regionalism and internationalism; debates over the nature of documentary photography, and efforts to create a "useable past." Prerequisite: 300-level course in European or American 20th-century art or cultural history, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L01 Art-Arch 4782 Modern Architecture in St. Louis**

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4785 Art and Culture in 1920s America**

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States: how artists and critics thought about the nature of our cultural heritage — its rich possibilities and its limitations; the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: Art-Arch 112 or permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 481 Topics in Modern Art**

The sources, styles, influences and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: art history major or permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4816 Art and Culture in Fin-de-Siècle Europe**

An examination of painting, photography and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac) and Art Nouveau. Thematics include urban leisure and cafe culture; the agrarian ideal; the promises and threats of science and technology; the lure of the primitive; and the impact of nationalism and feminism on the arts. Prerequisites: Art-Arch 211; any 300-level course in 19th-century art, literature or history; or permission of instructor.

Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4817 Paris ca. 1900: Art, Leisure and Spectacle**

Paris at the turn of the 20th century was a vibrant international center for the development of the visual arts, including painting, photography, film, and the graphic arts, particularly in the exploding domains of posters and illustrated journals. In this seminar, we study the period 1880 to 1910, and examine how diverse modes of urban visibility were at the heart of the development of French modern art. The place of graphic arts in promoting popular entertainments such as ballet, opera, and café concerts, is considered. Another focus is the powerful role of Parisian satirical journals and caricature in debating matters of class, race and national identity. We examine diverse modes of displaying and selling the visual arts, particularly in the spheres of World's Fairs, annual salons, and in the avant-garde spaces of gallery and café exhibitions. Artists of central concern include Lautrec, Chéret, Mucha, Degas, Pissarro, the Nabis, Vallotton, and early filmmakers such as the Lumière brothers and Méliès. Special focus will be given to works on view in an exhibition on the subject to be held at The Kemper Art Museum in spring 2017. Prerequisites: L01 Art-Arch 215 or permission of instructor; one 300-level course in modern art history, or a course in modern French history or literature preferred. French language reading skills not required.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4818 Matisse and Modernisms**

Certain artists generate enormous interest during their lifetimes and long after. Over time the work of such artists is subjected to a variety of interpretive approaches in light of changing trends in art criticism and art history; the influence of contemporary art; the ebb and flow of interest in different aspects of the artist's production; changes in the political landscape; and the changing sense of how the artist's work intersects with contemporary cultural developments. This set of intersecting concerns is especially fluid in the modern period, when there is no single dominant idea of the role of art in society. The variety of interpretive strategies developed from and applied to the work of Henri Matisse demands a critical reading of the extensive literature on the artist, as well as an understanding of the variety of modernisms through which to assess his artistic project. Students gain a thorough familiarity with the work of one of the most influential artists of the 20th century; engage aspects of the historiography of 20th-century art through a survey of developments in the Matisse literature; and develop a specific topic in Matisse's art, or the writing about his art, into a class presentation and research paper. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

**L01 Art-Arch 4819 The Century of Picasso**

The art of Pablo Picasso (1881-1973) spanned three-quarters of the 20th century, and posthumous critical response to his work shows no sign of abating. Picasso was a leading figure in the European primitivist trends at the beginning of the last century, and with Georges Braque, he developed the aesthetic system of Cubism, which rewrote the rulebook of artistic representation. Although he was not an activist, his art routinely engaged momentous political events. Toward the end of his career, he strove to shape his legacy through artistic dialogues with artists of the past by appropriating their styles or subjects, and making them his own. Such eclectic activity, coupled with his creativity and prolific output, has ensured his place among the most influential artists of his century. Prerequisites: one 300-level course in modern art or permission of instructor; junior, senior or graduate standing.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

**L01 Art-Arch 4850 Romanticism to Realism: French Art 1830-1871**

This course traces the flourishing of romanticism and the emergence of various forms of Realism in 19th-century French modernism, opening with the Revolution of 1830. Artistic tendencies ranging from the official and the academic to emergent romantic and avant-garde alternatives are addressed, as well as the unresolved social and aesthetic tensions that support the demand for an art that addresses modern times. The political idealism and the rhetoric of Republicanism in the Second Republic (1848 to 1852) intertwine with the emergence of a critical modernism that seeks truth in form, in materiality, and in political philosophy. Under the authoritarian regime of the Second Empire (1852-1870), the mandates of realism and idealism continue to vie in a period that sees both the flourishing of the academic system and the art dealer system, and the emergence of a critical avant-garde. The course closes with the emergence of Impressionism and the crisis of the Franco-Prussian war. Artists to be discussed include Delacroix, Ingres, Millet, Daumier, Courbet, Corot, Manet, Bonheur, Bayre, Clesinger, and the early careers of Bazille, Degas, Monet, Renoir, Pissarro, Degas, Morisot and Cassatt. Prerequisites: limited to graduate students in Art History; advanced undergrads only with permission of instructor. Some prior knowledge of French modernism required; some facility with French language useful but not required.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

**L01 Art-Arch 4854 Gauguin in Polynesia: The Late Career**

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siècle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early 20th century. Readings range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to postcolonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We visit the Saint Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. Prerequisite: at least one upper-level course in modern art history, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

**L01 Art-Arch 4856 French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

**L01 Art-Arch 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000**

This seminar examines film and modern art within the framework of "Orientalism." Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism and colonialism, we explore artistic practice in European photography, painting and decorative arts from 1850 to recent times, and European and Hollywood film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students study methods of visual analysis in film studies and art history. All students must attend film screenings.

Same as L53 Film 485

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

**L01 Art-Arch 4861 Paul Gauguin in Context**

An examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu in which he worked in France and Polynesia. Readings will include the artist's writings, studies of avant-garde culture and primitivism in fin-de-siècle France, and postcolonial theory. Special emphasis will be given to the relationship of the artist and his work to indigenous Polynesian and French colonial cultures of the 1890s. Prerequisite: Art-Arch 211, or any 300-level course in art history, or permission of instructor. Reading knowledge of French useful, but not required.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

**L01 Art-Arch 4863 The Photographic Muse: The Modern Artist and the Camera**

An examination of the interplay of photography with painting and sculpture in European art from 1850 to World War I, with an emphasis on the fin-de-siècle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists studied include Nadar, Moreau, Degas, Rodin,

Steichen, Gauguin, Munch, the Nabis, Brancusi and Picasso.  
Prerequisite: graduate standing.  
Credit 3 units. A&S: TH Art: AH

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**L01 Art-Arch 4864 Exoticism and Primitivism in Modern Art**

An interdisciplinary investigation of the development of exoticism and primitivism in European and American art from the Enlightenment to World War II. Topics include exoticist representations of non-Western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of fin-de-siècle primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Picasso and Matisse. Prerequisites: any 300-level course in art history and permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870–1920**

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the Saint Louis Art Museum. Other key artists include Degas, Morisot, Renoir and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: AH EN: H

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**L01 Art-Arch 4868 Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920**

We consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. Our central question is the relationship of individual perception, the physiology of sight, and theories of the natural in relation to the importance of place — both region and nation — in the political imagination of the era. We also address the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations of its adaptation as a modernist style around the globe. Particular attention is focused around an exhibition "Impressionist France: Visions of Nation" at the St. Louis Art Museum. This seminar has a required travel component to see related works of art in Kansas City and on the east coast; students' expenses are covered. Prerequisite: senior major in art history, or graduate student standing and permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L01 Art-Arch 4877 Critical Studies in Portraiture, Ancient to Contemporary**

To study portraiture is to confront the complexity of human identity. The central theoretical question of this course is how identity can be expressed in a portrait. Following consideration of theories of portraiture, identity and artistic representation, we treat specific historical and cultural instances of portrait-making, from ancient Greece to the present. Non-Western cultural examples broaden the scope beyond the conventional conceptions of portraiture. We conclude by trying to understand the continuing allure of the portrait today as digital media challenge our conventional ideas of visibility, and perhaps even the urgency of portraiture in the post-human age.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4879 Marking History: Painting and Sculpture After World War II in the U.S., France, and Germany**

This seminar focuses on the aesthetic, cultural and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange — biennials, gallery and museum exhibitions — in which France, Germany, and the U.S. participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness, and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schuhmacher and Hans Hartung. Student research for this seminar will contribute to an exhibition being organized by the Kemper Museum of Art. Students with reading skills in German or French are encouraged. Prerequisites: L01 215 Intro to Modern Art, Architecture and Design or permission of the instructor.

Credit 3 units. A&S IQ: HUM EN: H

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**L01 Art-Arch 4900 Independent Study and Research**

Credit variable, maximum 3 units.

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**L01 Art-Arch 4905 Greenberg Curatorial Study**

The Arthur Greenberg program offers students the experience of curating an exhibition. A small team (of two or three) are selected through a competitive application process the year before they enroll in the course. Students sign up for 3 credits in the fall semester, and one credit in the spring. Under the supervision of a faculty mentor in the Art History & Archaeology Department and a curator in the Mildred Lane Kemper Art Museum, students plan and curate an exhibition for the museum's Teaching Gallery. They also research and write a short brochure, prepare educational materials, and offer related programs for the exhibition which usually opens in April. Fall three-unit course fulfills a departmental capstone requirement for the major.

Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM EN: H

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**L01 Art-Arch 4918 Obscene as Cancer: Modern War in Art**

Art and war have always been intertwined, whether in glory or revulsion. But modern art and modern war are qualitatively different from their counterparts in the past in ways that ensured

that their relationship would become more problematic and oppositional. The challenge of finding new artistic languages to express the new conditions of mechanized combat led many artists to explore abstraction, fragmentation, absurdity or arbitrariness to convey the energy, impersonality and nihilism of modern war. When the British soldier and poet Wilfred Owen (1893-1918) wrote of the human devastation of World War I as "obscene as cancer, bitter as the cud," he strained for metaphoric language appropriate to its magnitude. We will consider the same challenge to visual artists throughout the modern period. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM EN: H

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**L01 Art-Arch 4921 Theory for Art History: Modernism/Modernity/Postmodernism**

This course introduces key modern theories. Considering diverse thinkers, this seminar focuses on concepts that have framed and re-framed the study and interpretation of aesthetic modernism and postmodernism over the past century. We read and discuss primary theories and probe their application through close visual readings of individual works of art. Discussions seek a better understanding of the role and meaning of the aesthetic object within a variety of theoretical contexts, extending from an investment in the universalist modern artistic subject, to the shifting role of the contingent viewer within modernity to an expansion of the traditional boundaries of the discipline of art history into visual studies. Prerequisites: advanced undergraduate standing, permission of the Instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L01 Art-Arch 4922 From the Death of the Author to the Birth of YouTube: Identity in Contemporary Art**

What constitutes an artist today, when anyone can upload his or her musings to the entire world? Is the question even relevant? This course introduces students to the construction of artistic identity in contemporary art. Students consider major themes governing the production of contemporary art. We cover such topics as the death of the author and the end of art, identity politics and "authenticity," and the effects of new media on the construction of artistic persona. This course assumes a basic familiarity with the methods of art history, as well as general knowledge of art history before 1960. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L01 Art-Arch 4923 Globalization and Contemporary Art**

What does globalization mean for contemporary art? And what do we even mean when we use the term? This upper-level seminar course considers recent art (1985–present) in the context of theories of development, postcolonialism and globalization. We focus on the tensions between the global and the local, as well what it means for an artist to be national or international. We also consider the impact of neoliberal economic policies on art production and the art market, as well as the role museums play in this international context. Finally, we consider the internet and social networks as globalizing influences that affect the production and distribution of contemporary art. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, HUM EN: H

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**L01 Art-Arch 4924 1968 and its Legacy**

The events of 1968, including the May riots in Paris, the Tucuman Arde exhibition in Argentina, the Tlatelolco Massacre in Mexico City, and the Prague Spring (and Russian winter) in the Czech Republic, just to name a few, ushered in a new political and social imperative for artists. This class starts with 1968 and traces its legacy to the social and cultural movements of the 1980s, 1990s and early 2000s. We seek to understand the historical underpinnings of contemporary activist art and determine the roles of socially-motivated art in the current political and intellectual climate. Art-Arch 112, Art-Arch 113, Art-Arch 211, or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L01 Art-Arch 4925 The Persona of the Artist: Contemporary Visual Artists and their Writings**

An art movement is located as much in the writing that "surrounds" it as in the body of objects that apparently "comprise" it. In the art world today, it is generally accepted that artists are also artist-writers. This course explores this phenomenon by examining the writings of late 20th- and early 21st-century visual artists. In addition to studying social and political contexts, we analyze the various modes of writing that artists employ, look for specific points of intersection between their art and writing, consider the circumstances and venues of the writings' publication, study how the writings figure into the contemporary reception of the artists' visual practices, and evaluate art historians' uses of artists' writings. In exploring a range of case studies, we contemplate the motivations and critical function of writing versus or in combination with art-making as well as the role that the practice of writing plays in forming the identity of the contemporary artist-subject. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215); one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

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**L01 Art-Arch 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories**

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, considering how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market and cross-cultural ethics impact the placement, study and display of a culture's material heritage? We build the seminar around the history of collecting in America, with a focus on Midwestern examples, and particularly, important case studies in St. Louis. We, for example, consider the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art), and Morton May (modern and oceanic art), as well as the histories of both modern and non-Western collections now owned by the St. Louis area museums. This course is complemented by various local field trips (SLAM, Pulitzer, Kemper and Cahokia). Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

### L01 Art-Arch 4982 Public Art: History, Practice, Theory

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We survey not only the obvious forms of public art in urban sculpture and mural painting, but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions — national and local arts agencies, international exhibitions, nonprofit centers and the like — that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 Art-Arch 112 Introduction to Western Art or L01 Art-Arch 211 Introduction to Modern Art; one 300-level course in art history preferred, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

### L01 Art-Arch 499 Honors Art History and Archaeology

A major research paper acceptable to the department. Prerequisite: permission of the department. Max. 6 units. Credit 3 units. A&S: TH EN: H

## Asian-American Studies

The minor in Asian-American studies is designed to enrich critical understanding about both individual experiences and collective histories of Asian Americans in regional, national and transnational contexts. As an inter- and multidisciplinary program, it underlines transnational contexts and comparative perspectives for the study of Asian-American experiences. Through promoting knowledge and understanding of a wide range of Asian-American individuals and groups in teaching and research, the minor provides new classroom opportunities for undergraduate students to explore Asian-American experiences; enhances communication and collaboration among various cultural, ethnic and racial groups; and facilitates intellectual exchanges and broadens academic inquiries on the subjects of migration, ethnicity and race across different disciplines and programs at Washington University, including American Culture Studies; East Asian Studies and South Asian Studies; African and African-American Studies; Women, Gender, and Sexuality Studies; and American Indian Studies.

The minor in Asian-American studies can nicely complement a major in American culture studies; East Asian studies/East Asian languages and cultures; English; history; international and area studies; sociology and other fields. Because the questions that animate Asian-American studies span disciplinary boundaries, the minor will inspire students to draw on the methods and insights of multiple disciplines to engage complex, real-world problems that necessitate interdisciplinary thinking. Situated in the larger context of the university's commitment to diversity and inclusion, the minor in Asian-American studies is an integral part of diversity and inclusion initiatives at Washington University for nurturing a culturally inclusive and academically stimulating environment.

An independent minor, Asian-American studies is administered by International and Area Studies.

**Contact:** Linling Gao-Miles  
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## Faculty

### Coordinator

**Linling Gao-Miles** (<http://ias.wustl.edu/people/linling-xu>)  
Lecturer, International and Area Studies  
PhD, Nagoya University, Japan

### Affiliated Faculty

**Iver Bernstein** ([http://history.artsci.wustl.edu/iver\\_bernst](http://history.artsci.wustl.edu/iver_bernst))  
Professor, Department of History  
PhD, Yale University

**Shefali Chandra** (<http://history.artsci.wustl.edu/chandra>)  
Associate Professor, Department of History  
PhD, University of Pennsylvania

**Letty Chen** ([http://ealc.wustl.edu/people/chen\\_lingchei-letty](http://ealc.wustl.edu/people/chen_lingchei-letty))  
Associate Professor, Modern Chinese Language and Literature  
PhD, Columbia University

**Jordache Ellapen** (<http://afas.wustl.edu/people/Jordache%20Ellapen>)  
Postdoctoral Fellow, African and African-American Studies  
PhD, Indiana University

**Long Le-Khac** (<http://english.artsci.wustl.edu/people/long-le-khac>)  
Assistant Professor, Department of English  
PhD, Stanford University

**Linda Lindsey** (<http://amcs.wustl.edu/directory/profile.php?id=Linda%20Lindsey>)  
Lecturer, American Culture Studies  
PhD, Case Western Reserve University

**Steven Miles** ([http://history.artsci.wustl.edu/steve\\_miles](http://history.artsci.wustl.edu/steve_miles))  
Associate Professor, Department of History  
PhD, University of Washington

### Librarian

**Tony Chang** ([http://libguides.wustl.edu/prf.php?account\\_id=11281](http://libguides.wustl.edu/prf.php?account_id=11281))  
East Asian Librarian

## Majors

There is no major in Asian-American studies.

## Minors

### The Minor in Asian-American Studies

**Total units required:** 18 (at least 12 units must be at the 300 level or above)

**Requirements:**

- 3 credits of Introductory course work
- 3 credits of Asian-American Focus course work
- 6 credits of Multiethnic and Transnational Focus course work
- 6 credits of Context course work

**Regulations:**

- In general, students should complete one introductory course prior to pursuing Asian-American Focus courses and Multiethnic and Transnational courses.
- All advanced units must be unique to the Asian-American studies minor (i.e., not counted toward any other major or minor).

### Introductory courses

**Choose one from this list; 3 credits, any level:**

- Freedom, Citizenship and the Making of American Life (History 163) (annually)
- Freshman Seminar — Chinatown: Migration, Identity and Space (IAS 135) (annually)

### Asian-American Focus courses

**Choose one from this list; 3 credits, any level:**

- Asian and Pacific Island America: Identity, Diversity, and Social Change (AMCS 250) (annually)
- Topics in American Literature: Imagining Multi-Racial Coalitions (E Lit 423) (every 1 or 2 years)
- "Model Minority": The Asian-American Experience (IAS 3512) (annually)

### Multiethnic and Transnational Focus courses

**Choose any two from these two lists; 6 credits, any level:**

**(1) Asian Americans in a Multiethnic/Multiracial Perspective**

- Topics in English Literature: Growing Up "Different": The Bildungsroman in a Diversifying America (E Lit 317) (annually)
- Children of Immigrants: Identity and Acculturation (IAS 4036) (annually)

**(2) Asian Diasporas in a Transnational Perspective**

- Writing from the Periphery: The Question of Chineseness (Comp Lit 449) (unpredictable)

- Topics in Comparative Literature I: The Trope of "China" in the Imagination of the Chinese Diaspora (East Asia 3751) (unpredictable)
- The Chinese Diaspora to 1949 (History 3165) (every 2 years)

### Context courses

**Choose one from each category; 6 credits total, any level:**

**(1) Immigration, Race and Ethnicity**

- Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left (AFAS 401) (unpredictable)
- The Immigrant Experience (AMCS 202) (every 1 to 2 years)
- Race & Ethnic Relations in the United States (AMCS 3296) (annually)
- Visualizing Segregation: A History of St. Louis, Chicago and New Orleans (L22 History 306M, I50 InterD 306M) (unpredictable)
- The Long Civil Rights Movement (History 3670) (annually)
- Immigration Law (W74 Law 630) (every 1 to 2 years)
- Race and Ethnicity in American Politics (Pol Sci 3031) (unpredictable)
- The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S. (SOC 2010) (every 1 to 2 years)
- Social Inequality in America (SOC 2110) (unpredictable)
- The Social Construction of Race (SOC 3212) (unpredictable)
- Sociology of Immigration (SOC 3710) (unpredictable)

**(2) East Asian Studies and South Asian Studies**

- Contemporary Chinese Culture and Society (Anthro 3055) (unpredictable)
- Modern and Contemporary Chinese Literature (Chinese 342) (annually)
- Topics in East Asian Studies: Sino-American Relations since 1949 (East Asia 3263) (every 2 years)
- Freshman Seminar: The Meaning of Pakistan: History, Culture, Art (History 2157) (every 1 or 2 years)
- Early Modern China: 1350-1800 (History 3162) (every 1 or 2 years)
- 19th-Century China: Violence and Transformation (History 331) (every 2 years)
- Modern China: 1890s to the Present (L22 History 316C, U16 Hist 3100) (annually)
- Modern South Asia (History 3192) (every 2 years)
- Japan Since 1868 (History 320C) (every 1 or 2 years)
- Globalization and its Discontents (History 270) (unpredictable)
- From McDonald's to K-Pop: New Movements in East Asia (IAS 3822) (annually)

- The Modern Voice in Japanese Literature (Japan 333C) (annually)
- Topics in Politics: Modern South Asian Politics (Pol Sci 3292) (unpredictable)

### \*Discontinued courses

The following courses offered in 2015 were discontinued. Their credits are equivalent to Introductory courses.

- Ocean, Island, Ghetto, Globe: The Routes and Horizons of Asian-American Literature (L14 E Lit 461)
- Introduction to Asian-American History (L22 History 3059)

## Courses

Please refer to the Minors section of this page.

## Biology

Biology is an exciting, diverse field ranging from the molecular biology of individual cells to interactions among entire populations of organisms. Members of the biology faculty are recognized internationally for their research and bring a variety of strengths and teaching styles into the classroom. The major program in biology provides a thorough education in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and to test biological hypotheses, and technical skills needed for conducting contemporary biological research.

The biology major program emphasizes the hierarchical nature of biological complexity and the major structures and functions that emerge at the molecular, cellular, organismal, populational and ecosystem levels. Each student masters at least one dimension of contemporary research in sufficient detail to describe the major hypotheses currently being tested and to demonstrate techniques used to test those hypotheses. Mastery of this material is evident in a student's ability to critique published data, identifying ambiguities and uncertainties in conclusions drawn from those data, and to evaluate the societal importance of the research. Biology majors are prepared to make creative contributions to biology.

The biology major program provides a wide range of research opportunities. Because more than 400 faculty members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits a student's main interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are available, funded by sources including the Howard Hughes Medical Institute, Children's Discovery Institute, National Science Foundation, and the Washington University Office of Undergraduate Research. Detailed information on finding a research mentor is available online (<http://www.nslc.wustl.edu/courses/Bio500/bio500.html>).

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## Faculty

### Chair

**Kathryn G. Miller** (<http://wubio.wustl.edu/miller>)  
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### Endowed Professors

**Robert E. Blankenship** (<http://wubio.wustl.edu/blankenship>)  
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PhD, University of California, Berkeley

**Sarah C.R. Elgin** (<http://wubio.wustl.edu/elgin>)  
Viktor Hamburger Professor in Arts & Sciences  
PhD, California Institute of Technology

**Himadri B. Pakrasi** (<http://wubio.wustl.edu/pakrasi>)  
Myron and Sonya Glassberg/Albert and Blanche Greensfelder  
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**Ralph S. Quatrano** (<http://wubio.wustl.edu/quatrano>)  
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## Associate Professors

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## Joint Professors

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(Anthropology)

## Professors Emeriti

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PhD, Stanford University

**David L. Kirk** (<http://wubio.wustl.edu/kirk>)  
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PhD, University of Virginia

**Barbara Pickard** (<http://wubio.wustl.edu/pickard>)  
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**Peter H. Raven** (<http://wubio.wustl.edu/raven>)  
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**Owen J. Sexton** (<http://wubio.wustl.edu/people/owen-sexton-0>)  
PhD, University of Michigan

**Nobuo Suga** (<http://wubio.wustl.edu/suga>)  
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PhD, University of Michigan

**Robert E. Thach** (<http://wubio.wustl.edu/thach>)  
PhD, Harvard University

## Majors

Please refer to the following sections for more information about:

- The Major in Biology (p. 272)
  - Ecology and Evolution Track (p. 273)
  - Genomics and Computational Biology Track (p. 273)
  - Microbiology Track (p. 273)
  - Molecular Biology and Biochemistry Track (p. 273)
  - Neuroscience Track (p. 273)
- The Major in Environmental Biology (p. 273)

## The Major in Biology

Total units required: 58-67

### Required courses:

| Code           | Title   | Units |
|----------------|---|-------|
| Biol 2960      | Principles of Biology I                                 | 4     |
| Biol 2970      | Principles of Biology II                                | 4     |
| Chem 111A      | General Chemistry I                                     | 3     |
| Chem 112A      | General Chemistry II                                    | 3     |
| Chem 151       | General Chemistry Laboratory I                          | 2     |
| Chem 152       | General Chemistry Laboratory II                         | 2     |
| Chem 261       | Organic Chemistry I with Lab                            | 4     |
| Chem 262       | Organic Chemistry II with Lab                           | 4     |
| Math 132       | Calculus II   | 3     |
| Math 2200      | Elementary Probability and Statistics                   | 3     |
| or Math 233    | Calculus III  |       |
| or Math 3200   | Elementary to Intermediate Statistics and Data Analysis |       |
| Physics 117A   | General Physics I                                       | 4     |
| or Physics 197 | Physics I   |       |
| Physics 118A   | General Physics II                                      | 4     |
| or Physics 198 | Physics II  |       |
| Total Units    |   | 40    |

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. Math 2200 Elementary Probability and Statistics, required for tracks in ecology and evolution and in genomics and computational biology, and Math 322 Biostatistics are valuable, particularly for students interested in research. Students who have taken Math 233 may take Math 3200 Elementary to Intermediate Statistics and Data Analysis rather than Math 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 374, Biol 387, Biol 388, Biol 393, Biol 429, Biol 487, Biol 488; cross-listed courses originating in other departments (except Biol 360, Biol 4580, Biol 4810 and Biol 4820, which count as biology major credit despite external origins); courses in University College; or more than 3 units of history-of-science courses. Majors are required to take at least one course from each of these three areas:

### Area A: Cellular and Molecular Biology

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| Biol 3041 | Plant Biology and Genetic Engineering | 4     |
| Biol 334  | Cell Biology                          | 3     |

|           |   |   |
|-----------|---|---|
| Biol 3371 | Eukaryotic Genomes                                      | 4 |
| Biol 349  | Microbiology  | 4 |
| Biol 424  | Immunology  | 4 |
| Biol 4492 | Infectious Diseases: History, Pathology, and Prevention | 3 |
| Biol 451  | General Biochemistry                                    | 4 |
| Biol 4810 | General Biochemistry I                                  | 3 |
| Biol 4820 | General Biochemistry II                                 | 3 |

### Area B: Organismal Biology

| Code      | Title  | Units |
|-----------|--|-------|
| Biol 3151 | Endocrinology                                      | 3     |
| Biol 328  | Principles in Human Physiology                     | 4     |
| Biol 3411 | Principles of the Nervous System                   | 3     |
| Biol 3421 | Introduction to Neuroethology                      | 3     |
| Biol 3422 | Genes, Brains and Behavior                         | 3     |
| Biol 4023 | How Plants Work: Physiology, Growth and Metabolism | 3     |
| Biol 4030 | Biological Clocks                                  | 3     |
| Biol 4071 | Developmental Biology                              | 3     |
| Biol 4580 | Principles of Human Anatomy and Development        | 3     |

### Area C: Evolution, Ecology and Population Biology

| Code      | Title                                    | Units |
|-----------|--|-------|
| Biol 3501 | Evolution                                | 4     |
| Biol 381  | Introduction to Ecology                  | 3     |
| Biol 4181 | Population Genetics (and Microevolution) | 3     |
| Biol 4182 | Macroevolution                           | 3     |
| Biol 4183 | Molecular Evolution                      | 3     |
| Biol 419  | Community Ecology                        | 4     |
| Biol 4202 | Evolutionary Genetics                    | 3     |
| Biol 472  | Behavioral Ecology                       | 4     |

Majors also must take an advanced laboratory course from the following list:

| Code      | Title   | Units |
|-----------|---|-------|
| Biol 3110 | Vertebrate Structure Laboratory                 | 4     |
| Biol 3491 | Microbiology Laboratory                         | 3     |
| Biol 3492 | Laboratory Experiments with Eukaryotic Microbes | 3     |
| Biol 3493 | Bacterial Bioprospecting and Biotechnology      | 3     |
| Biol 360  | Biophysics Laboratory                           | 3     |
| Biol 373  | Laboratory on the Evolution of Animal Behavior  | 3     |
| Biol 404  | Laboratory of Neurophysiology                   | 4     |

|           |  |   |
|-----------|--|---|
| Biol 4193 | Experimental Ecology Laboratory                                  | 4 |
| Biol 4241 | Immunology Laboratory  | 3 |
| Biol 4342 | Research Explorations in Genomics                                | 4 |
| Biol 434W | Research Explorations in Genomics (Writing-Intensive)            | 4 |
| Biol 437  | Laboratory on DNA Manipulation                                   | 4 |
| Biol 4520 | Protein Function in Model Cellular Systems                       | 3 |
| Biol 4522 | Laboratory in Protein Analysis, Proteomics and Protein Structure | 3 |
| Biol 4523 | Mutagenesis and Enzyme Analysis                                  | 4 |
| Biol 4524 | Structural Bioinformatics of Proteins                            | 4 |

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology and Biomedical Sciences.

### Optional Biology Major Tracks

A student majoring in biology may choose one of four optional tracks within the major if the student's interests lie primarily within one of these subfields of biology. A track provides strong training for graduate study in its subfield. *All tracks require completion of the biology major requirements as stated above* but provide concentrated study in one of the four subfields.

#### The Major in Biology: *Ecology and Evolution Track*

Additional requirements include Math 2200 or Math 3200. Students whose main interest is ecology must take at least two ecology electives and one evolution elective; students whose main interest is evolution must take at least two evolution electives and one ecology elective (evolution electives: Biol 3501, Biol 4181, Biol 4182, Biol 4183, Biol 4202; ecology electives: Biol 381, Biol 419, Biol 472). Also required are one elective in analytical methodology (CSE 131, CSE 424 or Math 322) and one elective in earth and planetary sciences (EPSc 201, EPSc 323 or EPSc 418). The course used to fulfill the advanced laboratory requirement for the major must be Biol 373, Biol 4193, Biol 437, Biol 4342 or Biol 434W.

#### The Major in Biology: *Genomics and Computational Biology Track*

Additional requirements include Biol 3371 (or Biol 4183 or Biol 548), Math 2200 or Math 3200, and three outside electives (CSE 131, CSE 240, CSE 247). The course used to fulfill the advanced laboratory requirement for the major must be Biol 3492, Biol 4342, Biol 434W, Biol 437, or Biol 4524. Biology courses recommended for students in this track include Biol 334, Biol 3422, Biol 349, Biol 4030, Biol 4181, Biol 4183 and

Biol 4810. Recommended electives outside biology include CSE 447T, Math 217 and Math 309.

#### The Major in Biology: *Microbiology Track*

Additional requirements include Biol 349, which should be taken spring of sophomore year, and either Biol 451 or the pair of courses Biol 4810 and Biol 4820. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3491, Biol 3492, Biol 3493, Biol 437 and Biol 4520. At least one of the following must be taken as an advanced microbiology elective: the pair of courses Biol 4331 and Biol 4830, Biol 4492, Biol 4832, and Biol 5426. At least one of the following must be taken as an allied elective: the pair of courses Biol 191 and Biol 192, Biol 424, Chem 453 and EPSc 323. Biol 3501 is highly recommended as the course used to fulfill biology major area C. The total upper-level credits earned in major-track biology courses and allied electives must be at least 24.

#### The Major in Biology: *Molecular Biology and Biochemistry Track*

Additional requirements include both Biol 4810 and Biol 4820; and either Biol 334, Biol 3371 or Biol 349. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3491, Biol 3492, Biol 3493, Biol 4241, Biol 4342/Biol 434W, Biol 437, Biol 4520, Biol 4522, Biol 4523, and Biol 4524. Additional biology courses recommended for students in this track include Biol 3041, Biol 4023, Biol 4071, Biol 4183, Biol 4832 and Biol 5312.

#### The Major in Biology: *Neuroscience Track*

Biology major requirements must be met with the following courses: Biol 3058, area A (Biol 334, Biol 451, Biol 4810 or Biol 4820), area B (Biol 3411), any course in area C, and advanced laboratory (Biol 360 or Biol 404). Students must select at least one biology elective (Biol 3110, Biol 3151, Biol 328, Biol 3371, Biol 3421, Biol 3422, Biol 4030, Biol 437, or Biol 4580) and one outside elective either in physics (Physics 350, Physics 352, Physics 355 or Physics 360) or in psychology (Psych 330, Psych 360, Psych 3604 or Psych 4604). Math 2200 (or Math 3200) is recommended.

Related majors can be found in the biomedical engineering (p. 943), philosophy-neuroscience-psychology (PNP) (p. 723) and philosophy of science (p. 709) pages of this *Bulletin*.

### The Major in Environmental Biology

Students interested in environmental biology typically take Biol 2950 Introduction to Environmental Biology during fall of the freshman year, although it may be taken later. A 400-level class to be required for Latin honors in environmental biology will be introduced. All other courses required for the environmental biology major are currently listed.

**Required courses:**

| Code                        | Title  | Units |
|-----------------------------|--|-------|
| Biol 2950                   | Introduction to Environmental Biology                                      | 3     |
| Biol 2960                   | Principles of Biology I (lecture and lab)                                  | 4     |
| Biol 2970                   | Principles of Biology II (lecture and lab)                                 | 4     |
| Biol 381                    | Introduction to Ecology  | 3     |
| Chem 111A & Chem 151        | General Chemistry I and General Chemistry Laboratory I (lecture and lab)   | 5     |
| Chem 112A & Chem 152        | General Chemistry II and General Chemistry Laboratory II (lecture and lab) | 5     |
| EPSc 201                    | Earth and the Environment (lecture and lab)                                | 4     |
| Math 131                    | Calculus I   | 3     |
| Math 132                    | Calculus II  | 3     |
| Physics 117A or Physics 197 | General Physics I<br>Physics I   | 4     |
| Total Units                 |  | 38    |

**One of the following chemistry courses:**

| Code     | Title                        | Units |
|----------|------------------------------|-------|
| Chem 261 | Organic Chemistry I with Lab | 4     |
| EPSc 323 | Biogeochemistry              | 3     |

**One of the following courses in statistics, GIS:**

| Code      | Title   | Units |
|-----------|---|-------|
| Math 2200 | Elementary Probability and Statistics                   | 3     |
| Math 3200 | Elementary to Intermediate Statistics and Data Analysis | 3     |
| EnSt 380  | Applications in GIS                                     | 3     |

**One upper-level biology lab course:**

Any course that fulfills the advanced laboratory requirement of the biology major is acceptable; we recommend: Biol 4193 Experimental Ecology Laboratory (4 credits, writing intensive).

**One of the following Biol 300+ courses (Area A and B in Biology):**

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| Biol 3041 | Plant Biology and Genetic Engineering | 4     |
| Biol 334  | Cell Biology                          | 3     |
| Biol 349  | Microbiology                          | 4     |
| Biol 3151 | Endocrinology                         | 3     |
| Biol 328  | Principles in Human Physiology        | 4     |

|           |  |   |
|-----------|--|---|
| Biol 3411 | Principles of the Nervous System                   | 3 |
| Biol 3421 | Introduction to Neuroethology                      | 3 |
| Biol 3422 | Genes, Brains and Behavior                         | 3 |
| Biol 4023 | How Plants Work: Physiology, Growth and Metabolism | 3 |
| Biol 4030 | Biological Clocks                                  | 3 |
| Biol 451  | General Biochemistry                               | 4 |
| Biol 4810 | General Biochemistry I                             | 3 |

**One of the following Biol 300+ courses (Area C in Biology):**

| Code      | Title               | Units |
|-----------|---------------------|-------|
| Biol 3501 | Evolution           | 4     |
| Biol 4181 | Population Genetics | 3     |
| Biol 4182 | Macroevolution      | 3     |
| Biol 419  | Community Ecology   | 4     |
| Biol 472  | Behavioral Ecology  | 4     |

**One additional Biol 300+ major-track course (may include Biol 500):**

- Please refer to the Biology Course Listings (p. 276) in this *Bulletin*.

**One of the following EPSc 300+ courses:**

| Code     | Title   | Units |
|----------|---|-------|
| EPSc 323 | Biogeochemistry (only if not already taken for chemistry requirement) | 3     |
| EPSc 352 | Earth Materials   | 5     |
| EPSc 353 | Earth Forces  | 4     |
| EPSc 385 | Earth History   | 3     |
| EPSc 408 | Earth's Atmosphere and Global Climate                                 | 3     |
| EPSc 409 | Surface Processes   | 4     |
| EPSc 413 | Introduction to Soil Science  | 3     |
| EPSc 422 | Sedimentary Geology   | 4     |
| EPSc 428 | Hydrology   | 3     |
| EPSc 443 | Methods in Biogeochemistry  | 3     |
| EPSc 444 | Environmental Geochemistry  | 3     |

**Additional Information**

**Research:** Research opportunities are available in the student's first or second year through Biol 200; such opportunities are available in the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research. The research emphasis is acknowledged on the degree either by Latin honors or by a research milestone (for students who do not meet the GPA requirements for Latin honors as described below).

**Senior Honors:** Biology majors are encouraged to work for senior honors, which requires a 3.30 grade point average in biology, a 3.30 average in nonbiological sciences (mathematics, chemistry and physics courses) and a 3.65 overall grade point average at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work. Students interested in senior honors should begin Biol 500 no later than spring of the junior year.

The biology department awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and submits an outstanding honors thesis. It also awards the Harrison D. Stalker Prize to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

## Minors

### The Minor in Biology

**Units required:** 18 units of biology and 14 units of chemistry

#### Required courses:

| Code                 | Title  | Units |
|----------------------|--|-------|
| Biol 2960            | Principles of Biology I (prerequisite Chem 111A)         | 4     |
| Biol 2970            | Principles of Biology II (prerequisite Chem 112A)        | 4     |
| Chem 111A & Chem 151 | General Chemistry I and General Chemistry Laboratory I   | 5     |
| Chem 112A & Chem 152 | General Chemistry II and General Chemistry Laboratory II | 5     |
| Chem 261             | Organic Chemistry I with Lab                             | 4     |
| Total Units          |  | 22    |

#### Elective courses:

The minor requires 10 advanced units in biology selected from the following:

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| Biol 3041 | Plant Biology and Genetic Engineering | 4     |
| Biol 3058 | Physiological Control Systems         | 2     |
| Biol 3100 | R Workshop in Biology                 | 1     |
| Biol 3110 | Vertebrate Structure Laboratory       | 4     |
| Biol 3151 | Endocrinology                         | 3     |
| Biol 328  | Principles in Human Physiology        | 4     |
| Biol 334  | Cell Biology                          | 3     |
| Biol 3371 | Eukaryotic Genomes                    | 4     |
| Biol 3411 | Principles of the Nervous System      | 3     |
| Biol 3421 | Introduction to Neuroethology         | 3     |
| Biol 3422 | Genes, Brains and Behavior            | 3     |
| Biol 349  | Microbiology                          | 4     |

|           |  |   |
|-----------|--|---|
| Biol 3491 | Microbiology Laboratory  | 3 |
| Biol 3492 | Laboratory Experiments with Eukaryotic Microbes                  | 3 |
| Biol 3493 | Bacterial Bioprospecting and Biotechnology                       | 3 |
| Biol 3501 | Evolution  | 4 |
| Biol 360  | Biophysics Laboratory  | 3 |
| Biol 373  | Laboratory on the Evolution of Animal Behavior                   | 3 |
| Biol 381  | Introduction to Ecology  | 3 |
| Biol 4023 | How Plants Work: Physiology, Growth and Metabolism               | 3 |
| Biol 4030 | Biological Clocks  | 3 |
| Biol 404  | Laboratory of Neurophysiology                                    | 4 |
| Biol 4071 | Developmental Biology  | 3 |
| Biol 4181 | Population Genetics  | 3 |
| Biol 4182 | Macroevolution   | 3 |
| Biol 4183 | Molecular Evolution  | 3 |
| Biol 419  | Community Ecology  | 4 |
| Biol 4193 | Experimental Ecology Laboratory                                  | 4 |
| Biol 424  | Immunology   | 4 |
| Biol 4241 | Immunology Laboratory  | 3 |
| Biol 427  | Problem-Based Learning in Biomedical Sciences                    | 3 |
| Biol 4331 | Algae: Cell Biology and Molecular Evolution                      | 2 |
| Biol 4342 | Research Explorations in Genomics                                | 4 |
| Biol 434W | Research Explorations in Genomics (Writing-Intensive)            | 4 |
| Biol 437  | Laboratory on DNA Manipulation                                   | 4 |
| Biol 4492 | Infectious Diseases: History, Pathology, and Prevention          | 3 |
| Biol 451  | General Biochemistry   | 4 |
| Biol 4520 | Protein Function in Model Cellular Systems                       | 3 |
| Biol 4522 | Laboratory in Protein Analysis, Proteomics and Protein Structure | 3 |
| Biol 4523 | Mutagenesis and Enzyme Analysis                                  | 4 |
| Biol 4524 | Structural Bioinformatics of Proteins                            | 4 |
| Biol 4580 | Principles of Human Anatomy and Development                      | 3 |
| Biol 472  | Behavioral Ecology   | 4 |
| Biol 4810 | General Biochemistry I   | 3 |
| Biol 4820 | General Biochemistry II  | 3 |
| Biol 4830 | Bioenergy  | 2 |
| Biol 4832 | Molecular Mechanisms of Photosynthesis and Respiration           | 3 |

## Additional Information

All courses utilized for the biology minor must be taken for a letter grade. A grade of C- or better must be earned in all of these courses.

## Courses

Visit online course listings to view semester offerings for

L41 Biol ([https://courses.wustl.edu/CourseInfo.aspx?](https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L41&crslvl=1:4)

[sch=L&dept=L41&crslvl=1:4](https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L41&crslvl=1:4)).

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### L41 Biol 112 Introduction to Problem-Based Learning in Biology

Small groups of students take responsibility for their own active learning in their team with guidance from an instructor. Each group in rotation considers four problems of biological importance such as rainforest destruction, coral reefs, laboratory diagnoses, sleep, high altitude, deafness, infertility, modern epidemics, clinical cases, genetic engineering and cloned animals. Students find the background information by library searches and integrate this knowledge in group discussions. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: high school biology, preferably an AP class. For freshmen only.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L41 Biol 1260 The Secret Lives of Plants

This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include: how plants can survive with just water, minerals and light, how they transport water astonishing distances, their unusual sex lives, why they make seeds, how they can grow nearly forever, how plants survive extreme environments without running to hide, why they synthesize caffeine, nicotine, THC and opiates, how they defend themselves from pathogens without an immune system, how they sense their environment without dedicated sensory organs, how plants have been modified by humans to provide food, fiber and fuel, and how genetically modified (GMO) crops are made and their implications to the environment and society. Overall goals are to enhance an understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and as a starting point for possible careers in plant biology. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for freshmen interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. Course will be lecture/discussion/hands-on format for two of the three hours per week. Students will present 30-minute papers discussing topics relevant to their interests for the remaining one hour (two students per week). Prerequisites: Students must have taken both biology and chemistry in high school and at least one at the AP or IP levels; or have taken Biol 2960 or Chem 111/112. This course can be taken by both

freshmen and upper-level undergraduates with a preference given to freshmen.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L41 Biol 171 Neuroscience Futures 1: How do we learn about the brain?

In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by Washington University neurobiologists, who visit the class to present their work. Discussion then focuses on the formulation of scientific questions, evaluation of evidence and interpreting data within the context of a broader field. Students meet neuroscience colleagues in two joint class periods with participants in a neurobiology seminar for second-, third- and fourth-year students. May be repeated for credit; preference given to students who have not previously taken the course.

Credit 1 unit. Arch: NSM Art: NSM

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### L41 Biol 1770 Genetics and Behavior of Dog Breeds

This freshman seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author's arguments, and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table.

Credit 2 units.

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### L41 Biol 181 Freshman Seminar in Biology

A lecture course intended for first-year students that focuses on the practice and culture of biomedical research. Active researchers describe the biological context of their research, the specific questions formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken credit/no credit.

Credit 1 unit. A&S: NS A&S IQ: NSM Art: NSM

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### L41 Biol 191 Phage Hunters

A research-based laboratory class for freshmen. 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 the student's own phage, DNA isolation and restriction mapping, and EM characterization of student's phage. Several WUSTL phage are selected for genome sequencing over winter break, and are annotated in the spring in Biol 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prerequisites: high school courses in biology and chemistry, 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. Same as L61 Focus 1910

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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#### L41 Biol 192 Focus: Phage Bioinformatics

A research-based laboratory class for freshmen. 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 Washington University 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.

Same as L61 Focus 1920

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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#### L41 Biol 200 Introduction to Research

An introduction to laboratory and field research in biology for first- and second-year students. Students work under the supervision of a sponsor in a setting of established, ongoing research. Prerequisite: permission of sponsor and the department. For online enrollment instructions visit: <http://nslc.wustl.edu/courses/Bio500/bio500.html>. Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until midsemester. Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 2010 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 3-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 of St. Louis biotech companies and present their findings to the class. A series of site-visits introduces students to the vibrant St. Louis biotech community. Limited to 20 students. Credit 3 units. A&S: NS A&S IQ: NSM

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#### L41 Biol 2020 Biotechnology Entrepreneurs Seminar

Although the biotech industry is science-based, the risks of product and technology development, legal issues, and market

pressures make the landscape full of uncertainty. Lectures and textbooks fall short of delivering true insight about the process and challenges of bringing ideas to real-world products. This second semester freshman seminar course is designed to develop an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process. This 1-credit seminar course introduces students to the basics of innovation and entrepreneurship as a framework for marketable discoveries, builds an appreciation of how biotech companies start, obtain funding, and navigate intellectual property, provides an overview of career options in biotech, and insight on the hiring process. Prerequisites: Students need to have completed Biol 2010: The Science of Biotechnology for enrollment in this course and be currently enrolled in Biol 2960: Principles of Biology I. Limited to 20 students. Credit 1 unit.

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#### L41 Biol 2342 Wilderness First Aid

The National Outdoor Leadership School (NOLS) has developed a comprehensive curriculum to instruct individuals in backcountry first aid. This curriculum is the main content taught in the course. After successfully completing this detailed 18 hour NOLS Wilderness First Aid course, students are required to write-up a full assessment and treatment plan (5-7 page minimum) for one of the wilderness casualties described in Peter Stark's *Last Breath*. Students meet for a half-day seminar during which each presents their case, assessment, underlying physiology, and treatment plan to the group. They receive feedback from one another, and from the instructor, about their assessment, explanation of the relevant physiology, and action of their proposed intervention.

Credit 1 unit. A&S: NS A&S IQ: NSM

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#### L41 Biol 2431 Focus: Missouri's Natural Heritage, part 1

Missouri's Natural Heritage is a multidisciplinary two-semester Freshman Focus course. The first semester of the sequence focuses on Missouri geology, climate, archaeology, and native megafauna. This provides 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) in the second semester. We also introduce 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 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.

Same as L61 Focus 2431

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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#### L41 Biol 265 Experience in the Life Sciences

Earn credit for nonclassroom learning in the life sciences in a variety of activities: accompany a physician on rounds and prepare a paper on an organ system or disease; participate in a clinical or applied ecological study and report on it; participate in science outreach teaching, etc. Participants must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester and a final paper after two semesters. Does not count toward the major. Credit:

1.5 units per semester, contingent upon completion of two semesters. Visit <http://nslc.wustl.edu/research.html>. Credit/no credit only.

Credit 1.5 units. Art: NSM

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#### **L41 Biol 2651 MedPrep I-The Lecture Series**

MedPrep I is a unique lecture series taught by a physician, medical school Course Master and member of the Committee on Admissions for the School of Medicine. Through a weekly two-hour lecture, this course gives students accurate, honest and detailed information regarding every step of the application and admissions process to medical school and the educational process and life of a physician. MedPrep I is particularly useful for freshmen and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school. There is no outside course work and no exam. Attendance at all classes is required. Registration for Biol 2651 is done through the MedPrep website at <http://medprep.wustl.edu>. Registration is *not* done through WebSTAC. Credit 1 unit.

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#### **L41 Biol 2652 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences**

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine. Credit/No Credit. Research Associates are expected to work two four-hour shifts per week in the St. Louis Children's Hospital Emergency Department and to attend a weekly two-hour lecture on Tuesdays in conference room 10A of the Northwest Tower Building (across from Children's Hospital) from 1:30-3:30 p.m. Weekly meetings include lectures given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the ED research team. In addition, the RA's experience in the ED may help them determine if medicine is truly the career path they wish to choose. May not be taken concurrently with Biol 2654: MedPrep II.

Credit 3 units.

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#### **L41 Biol 2654 MedPrep II-The Shadowing Experience**

MedPrep II offers students a real world, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. A weekly one-hour class is also held on the Danforth Campus for group discussion regarding the clinical experiences of the students. There is no outside course work and no exam. Attendance at all classes is required. Because of the orientation material covered, students must be present at the first class to take this course. Registration for Biol 2651 is done through the new MedPrep website at <http://medprep.wustl.edu>, not through WebSTAC. Prerequisite: Successful completion of Biol 2651 is required to take Biol 2654. Credit 1 unit.

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#### **L41 Biol 2656 Introduction to Health Professions:**

##### **Occupational Therapy, Physical Therapy and Audiology**

This course provides students interested in health professions with an overview of occupational therapy, physical therapy and audiology. Students gain a better understanding of the scope of practice, markets and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students are introduced to field experiences in each area and culminate their study with an inter-professional education session illustrating the role of each of the professions in a single case. Students finish the course with a better understanding of whether a career in health professions is right for them.

Credit 1 unit.

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#### **L41 Biol 2658 Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences (PEMRAP II)**

PEMRAP II is a continuation of Bio 2652, Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children's Hospital Emergency Department. Returning RAs assist in training and mentoring incoming PEMRAP students (Biol 2652) in ED protocol, work approximately one four-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible to meet hospital non-appointee requirements and stay current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by pediatric department faculty members introducing the basics of the clinical research process, specific studies, as well as pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence and excellent interpersonal skills. There is no outside course work and no exams. Full participation is required. 45 shift hours = 1 credit. Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Biol 2652, 2651, or 2654. Prerequisite: Biol 2652 (PEMRAP I). Pass/Fail.

Credit 1 unit. Arch: NSM Art: NSM

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#### **L41 Biol 2950 Introduction to Environmental Biology**

This course introduces students to our major environmental problems, and gives examples about how research in biology, chemistry, physics and math is necessary to solve these problems.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### **L41 Biol 2960 Principles of Biology I**

The course provides an introduction to cellular, molecular and developmental biology. An understanding of cellular architecture and the properties of biological macromolecules is integrated with discussion of the flow of genetic information within cells. The final section of the course covers investigation and manipulation

of genetic information by molecular genetic technologies, as well as developmental strategies employed by multicellular eukaryotes. Weekly labs reinforce concepts from lectures and explore common laboratory techniques and computer-based resources. Prerequisites: Chem 111 and Chem 112 (concurrently). Three hours of lecture and two hours of lab per week.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 2961 Collaborative Phage Bioinformatics

A research-based laboratory for those enrolled in Biol 2960, this class provides an opportunity to join a research team with the goal of genomic characterization of a locally isolated phage (a virus that infects a bacterial host). Similar to Biol 192, but using a condensed format and a larger team to tackle each phage. Lab work focuses on learning computer-based tools for genome analysis, followed by careful annotation of several genes from your phage, and in-depth investigation of one gene. Requires concurrent enrollment in Biol 2960 Principles of Biology I; not open to students enrolled in Biol 192. One 2-hour pre-class online review/preparation session, nine 2-hour laboratory sessions, and a final poster presentation. (Lab does not meet in weeks with a scheduled Biol 2960 midterm.) May be taken for a letter grade or Credit/No Credit.

Credit 1 unit. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L41 Biol 2962 Biomolecules in the Third Dimension

A computer-based laboratory for students enrolled in Biol 2960. This class gives students the opportunity to learn biology in a new way. Students are exposed to experimental data and software visualization tools currently used in cutting-edge research. Each week, biomolecules presented in Biol 2960 lecture will be downloaded, viewed and manipulated in 3-D using the molecular viewer PyMOL. Students will be able to study molecular interactions in greater depth than is possible in lecture. Ultimately, the laboratory is designed to help students develop their visuospatial thinking skills and to gain a deeper understanding of the macromolecules discussed in lecture. The class is highly recommended to students who identify themselves as visual/interactive learners. Topics include: protein and nucleic acid structure, signal transduction, energy transfer, replication, transcription and translation. Requires concurrent enrollment in Biol 2960 Principles of Biology I. Lab does not meet in weeks with a biology exam. Class taken for Credit/No Credit.

Credit 1 unit. A&S: NS A&S IQ: NSM

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#### L41 Biol 2970 Principles of Biology II

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lectures and one laboratory period each week. Does not fulfill the laboratory requirement of the biology major. Students must sign up for a lab during preregistration. Prerequisite: Biol 2960 or permission of instructor. Examination schedule: tests, at which attendance is required, are to be announced.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3010 Biotechnology Project

This second-year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer

evaluation applied at all steps of the process. Students completing Biol 3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Prerequisites: Students need to have completed Biol 2010: The Science of Biotechnology and Biol 2020: Biotech Entrepreneurs Seminar for enrollment in this course. Limited to 20 students.

Credit 3 units. A&S IQ: NSM, WI

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#### L41 Biol 303A Human Biology

How did Elvis, Socrates and Babe Ruth die? How did David Letterman and Dick Cheney survive? In this course we work toward understanding the biology behind human health and disease. We examine cases from the news, literature and history. We work like detectives to understand how and why the characters were affected and healed or died. This course is designed for students who do not plan to major in science, and no prior science background is expected. Prerequisite: sophomore standing or permission of instructor. A student may not receive credit for both Biol 303A and Biol 100A, 2960, 2970, or UCollege B320, B3201, B321, B3211.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3041 Plant Biology and Genetic Engineering

A 4-credit lecture course that provides an introduction to plant development, genetics, physiology and biochemistry with emphasis on processes that can be manipulated or better understood through genetic engineering. The course is divided into three sections. The first section of the course discusses basic plant biology, development and genetics. The second part emphasizes gene structure, expression and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. During the third part of the course we discuss a variety of examples of genetically engineered traits, including: herbicide resistance; fruit ripening; pathogen and/or insect resistance; and the use of plants for production of industrial and pharmaceutical compounds. Friday discussion sections focus on critical reading of the primary literature related to the material covered in lecture. Prerequisites: Biol 2960 and Biol 2970.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3058 Physiological Control Systems

Systems physiology with emphasis on human physiology. Prerequisites: Biol 2960 and Chem 112A.

Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 307A Human Variation

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 307A

Credit 3 units. A&S: NS, SD, QA A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

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#### L41 Biol 3100 R Workshop in Biology

Biologists in all areas increasingly find that they have the need and opportunity to work with large data sets. The goal of this 1-credit course is to provide students with an opportunity to gain skills in data analysis and presentation using R, a free software environment for statistical computing and graphics (<http://www.r-project.org>). Topics include an introduction to basic programming in R, data types and manipulation, graphics, hypothesis testing and statistics, and applications to various fields of biology ranging from ecology to genomics. The course consists of ten 2-hour workshops that include a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisites: concurrent or prior course in statistics (Math 2200 or Math 3200 recommended) or permission of instructor.

Credit 1 unit. A&S: NS

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#### L41 Biol 3110 Vertebrate Structure Laboratory

A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. 1.5 hour lecture and 5 hours lab each week. Prerequisite: Biol 2970.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3151 Endocrinology

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell and tissue interactions as well as the cell and molecular events associated with hormone action are discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also are included. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 328 Principles in Human Physiology

This course is designed to provide students with an understanding of the function, regulation and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. Prerequisite: Biol 3058 or equivalent.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 334 Cell Biology

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport; endocytosis and secretion; intracellular trafficking; hormones and signal transduction; extracellular matrix and tissue formation; cytoskeleton and motility; and cell cycle, apoptosis and the cellular basis of disease. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3371 Eukaryotic Genomes

An advanced exploration of the structure and function of DNA within the eukaryotic nucleus. Lecture and discussion cover

topics of chromatin and chromosome structure, control of gene transcription, RNA processing, and DNA replication and repair. The relevance of these topics to the genetic basis of human disease is discussed. Throughout, the experimental data that shape our current understanding are emphasized. Course grades based on exams, problem sets and short papers. Lecture three hours per week plus required discussion section meeting every other week. Prerequisites: Biol 2970, Chem 251 (may be taken concurrently). Offered every other fall in even-numbered years.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3411 Principles of the Nervous System

The basic anatomical, physiological and chemical organization of the nervous system; how nerve cells communicate with each other, the ionic basis of nerve signals, the function and properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisite: Biol 2960, Biol 2970 recommended, Biol 3058 recommended or Psych 3401 and permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3421 Introduction to Neuroethology

The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits. Prerequisite: one of the following courses: Biol 3058, Biol 3411 or Psych 3401.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 3422 Genes, Brains and Behavior

Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about "nature vs. nurture"; contributions of genetic model systems including the nematode *Caenorhabditis elegans*, the fruit fly *Drosophila melanogaster*, zebrafish, the mouse *Mus musculus* and other animal models; molecular mechanisms underlying the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 349 Microbiology

This 4-credit lecture course focuses on the molecular biology of bacteria, archaea and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biol 2960 and 2970, or permission of instructor.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L41 Biol 3491 Microbiology Laboratory**

After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs genetics, cell biology and genomics to explore various aspects of bacterial physiology, identification, gene structure and mutational analysis of physiological pathways. Prerequisite: Biol 349 required; may be taken concurrently. One-hour lecture and five hours of laboratory per week. Fulfills the upper-level laboratory requirement for the biology major.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L41 Biol 3492 Laboratory Experiments with Eukaryotic Microbes**

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original research is carried out. Prerequisites: Biol 2960 and 2970 and permission of instructor — contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the biology major. Enrollment limited to 12.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM BU: SCI

**L41 Biol 3493 Bacterial Bioprospecting and Biotechnology**

Many bacteria are essential in food industry (fermentation of meats, cheeses and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus *Streptomyces* and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Biol 2960 and 2970. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the biology major. Enrollment limited to 16.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

**L41 Biol 3501 Evolution**

A general survey of organic evolution covering both micro and macroevolution. Topics include natural selection, adaptation, evolution of pathogens, formation of species and phylogeny. Prerequisite: Biol 2970.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L41 Biol 360 Biophysics Laboratory**

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments

includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prerequisites: prior completion of Physics 117A-118A, Physics 197-198 or permission of instructor.

Same as L31 Physics 360

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM

**L41 Biol 373 Laboratory on the Evolution of Animal Behavior**

This course explores the costs, benefits and constraints that drive the evolution of animal behavior. It is divided into four modules: a brief overview of basic statistics, a lab on agonistic behavior, a lab on animal communication, and a lab on sexual selection by female choice. Laboratory modules are hands-on and student driven. They begin with an overview of relevant literature and a discussion of key questions that have been addressed experimentally in that field. Students are then encouraged to apply these concepts into the design, execution and analysis of a research project aimed at answering a question of their own choosing through the use of house crickets as a study system. A majority of class time is devoted to active learning through the collection and analysis of data (each lab module lasts four weeks). In addition, the course includes weekly presentations by the instructor and class discussions on topics that help place the students' work into the broader context of evolutionary theory. Prerequisites: Biol 2970 and Psych 100B or permission of instructor

Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

**L41 Biol 374 Drugs, Brain and Behavior**

This course reviews information pertaining both to medications used to treat psychiatric disorders and to psychoactive drugs of abuse. By learning principles of pharmacology and mechanisms of action of these agents, students develop an enhanced knowledge of the brain mechanisms underlying abnormal human behavior. Prerequisites: Psych 100B and one of the following: Psych 354 or 3401 or 344.

Same as L33 Psych 374

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L41 Biol 381 Introduction to Ecology**

This course explores the science of ecology, including factors that control the distribution and population dynamics of organisms, the structure and function of biological communities, how energy and nutrients flow across ecosystems, and what principles govern ecological responses to global climatic and other environmental changes. The class format includes lectures, discussions and small group exercises. Assignments include quantitative data analysis, ecological modeling and scientific writing.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L41 Biol 387 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/no credit only.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 388 Undergraduate Teaching

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/No Credit only. Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4023 How Plants Work: Physiology, Growth and Metabolism

This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisite: Biol 2970 or permission of instructors. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 4030 Biological Clocks

Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 404 Laboratory of Neurophysiology

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prerequisites: Biol 3411 or Psych 4411 and permission of Student Coordinator, Erin Gerrity. Biol 3411 may be taken concurrently. Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L41 Biol 4071 Developmental Biology

An introduction to the molecular and cell biology and biomechanics of animal development. The course is divided into thirds, which cover (1) an introduction to the major cell-cell signaling systems used during development and their study in model organisms, (2) molecular studies of early vertebrate development, and (3) application of the principles of solid mechanics to understanding events in tissue and organ morphogenesis including gastrulation, cardiac looping and brain folding. Prerequisites: Biol 2970 Principles of Biology II and Math 132 Calculus II. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4181 Population Genetics

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Biol 2970.

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Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4182 Macroevolution

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4183 Molecular Evolution

A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Biol 2970 or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 419 Community Ecology

Basic principles of community ecology, including species interactions, spatial and temporal patterns of biodiversity, and ecosystem functioning. Analytical theory, statistical patterns and experimental approaches are emphasized. Intended for students wanting a rigorous overview of ecological principles. Prerequisites: at least one of the following courses: Biol 3501, Biol 372, Biol 381, Biol 4170, Biol 4193, EnSt 370 or permission of instructor. Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4193 Experimental Ecology Laboratory

Design and interpretation of ecological experiments, with an emphasis on hypothesis testing, sampling methodology and data analyses. Sessions address fundamental ecological questions and include field, greenhouse and laboratory (microcosm) studies on a variety of taxa and ecosystems. Generally work is done before dark (5 to 6 p.m.), although occasionally goes as late as 7 p.m. Includes occasional required Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study. Assignments are primarily several written assignments, including final projects and in-class participation. Fulfills the upper-level laboratory requirement for the biology major. One hour of lecture and four hours of laboratory per week. Prerequisites: permission of instructor and at least one of the following: Biol 381 Introduction to Ecology, Biol 372 Behavioral Ecology, EnSt 370 Biological Conservation, Biol 4170 Population Ecology, Biol 419 Community Ecology or Biol 3501 Evolution. Credit is not awarded for both Biol 4191 and 4193. Enrollment is limited to 15 students. Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L41 Biol 4202 Evolutionary Genetics

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology. Same as L48 Anthro 4202. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 424 Immunology

Basic molecular and cellular aspects of the vertebrate immune system with emphasis upon the interrelationships of nonspecific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry and immunoassay, systems, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative of the successes and failures of the immune system. Prerequisites: Biol 2970 and Chem 252. Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4241 Immunology Laboratory

The Immunology Laboratory introduces students to a variety of common, broadly useful immunological techniques and then allow each student to employ most of the learned techniques in addressing a current research question. Experiments employ mouse cells in vitro and emphasize quantitative analysis of the data. Prerequisites: Biol 424 and permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L41 Biol 427 Problem-Based Learning in Biomedical Sciences

Groups of five to eight students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Enrollment limited to 30 students. Prerequisites: Biol 3050 and some experience in molecular biology. A biology or science background is required. Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L41 Biol 429 Cellular Transformations

Cellular Transformations is a course developed for students interested in using emerging technologies and cross-disciplinary approaches in design production and implementation. This course allows each student to develop abstract thinking and learn modern design and fabrication processes including digital media and 3-D technologies. In this course, students learn the basic principles underlying biological architecture, with a particular emphasis on structures and processes responsible for complex architectures within cells. Students then use biological design principles as inspiration for their individual projects. Through digital modeling and scanning of biological structures, each student develops a transformation process that analyzes the performative aspects of a new emerging design. These designs are modeled through CAD/CAM (laser cutting) and Rapid Prototyping (3-D Printing) for physical outputs. Prerequisites: Biol 2970 or Biol 334. Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

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#### L41 Biol 4331 Algae: Cell Biology and Molecular Evolution

Algae are ubiquitous and highly diverse photosynthetic organisms: They are prokaryotic (cyanobacteria) and eukaryotic, unicellular and multicellular, and central to soil, fresh water, and marine ecosystems. This course considers their molecular taxonomy and evolution, specific lineage adaptations (e.g., silicon in diatoms), life cycles, cell cycle and cell-division mechanisms, light and nutrient acquisition, storage products, cell and cell-wall organization, ecological habitats and symbioses (e.g., lichens), and commercial applications (e.g., carotene, omega-3 fatty acids and other nutraceuticals; biodiesel). A course for upper-level biology and bioengineering undergraduates and graduate students. Tu/Th 3:30-5:30 until

spring break, where a second course, Biol 4830, is highly recommended as a sequel. Assigned readings of research literature pertaining to each lecture topic; final take-home exam covering lecture and reading material. Prerequisite: Biol 334 or Biol 4810 or instructor's permission. Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4342 Research Explorations in Genomics

A collaborative laboratory investigation of a problem in comparative genomics, utilizing a variety of bioinformatics tools to manage and investigate large data sets (currently including genomic sequences, gene predictions, sequence conservation, gene expression). In spring '17 the research problem involves improving the sequence of a region of the *Drosophila biarmipes* or *Drosophila elegans* genome, and working with one of these sequences to examine patterns of genome organization, gene structure and gene regulation. Class will meet at the WU Genome Institute during the first third of the semester, and in the biology department the remainder of the semester. Prerequisites: Biol 2970, Chemistry 111/112, 151/152. While Biol 3371 or Biol 437, and some familiarity with computers would be advantageous, this is *not* required. Permission of Dr. Sarah Elgin is required. Fulfills the upper-level laboratory requirement for the biology major. Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 434W Research Explorations in Genomics (Writing-Intensive)

Content equivalent to Biol 4342. Students electing the writing option are required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once. Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L41 Biol 437 Laboratory on DNA Manipulation

This course provides investigation-driven research on experimental manipulation of DNA and RNA molecules. This includes the construction, isolation and analysis of plasmids, RNA, PCR products and DNA sequencing. Molecular cloning (genetic engineering), gene knockouts (mutants), RNA isolation, RT-PCR and microarray projects are performed. Prerequisites: Biol 2960 and Biol 2970. One hour of lecture and eight hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the biology major. Enrollment is limited to 12. A laboratory fee is required for students who are not full-time Washington University undergraduates. Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L41 Biol 4492 Infectious Diseases: History, Pathology, and Prevention

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, Ebola and Tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: Biol 2960, 2970; Chem 261, 262, and Biol 500 or permission of the instructor. Area A.

Credit 3 units. A&S IQ: NSM BU: SCI

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**L41 Biol 451 General Biochemistry**

A study of structure-function relationships as applied to carbohydrates, proteins and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prerequisites: Biol 2970 and Chem 252 and permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4801 and Biol 451. Small class. Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L41 Biol 4520 Protein Function in Model Cellular Systems**

The goal of this 3-credit laboratory course is to train students in the scientific method. Throughout this course, they study a protein involved in a cellular process. Students, working in small groups, use bioinformatics to identify this protein in a number of species, then use this information to hypothesize which residues of the protein are important for its function. Over the course of the semester, students test their hypotheses in two model systems for studying cellular function — the unicellular eukaryote *Saccharomyces cerevisiae* and the multicellular eukaryote *Physcomitrella patens*. The weekly lecture gives students the background necessary to understand and perform their experiments, including information on a variety of bioinformatics tools, phylogeny, protein structure, molecular techniques, cell biology, and microscopy. In addition, students use primary literature to understand the role their assigned protein plays in their cellular process. Prerequisites: Biol 2960 and Biol 2970. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L41 Biol 4522 Laboratory in Protein Analysis, Proteomics and Protein Structure**

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by 2-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, X-ray crystallography and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the biology major. Prerequisites: Chem 252 and either Biol 451 or Biol 4501/Chem 456. Permission of instructor required. Limit: eight students. Eight hours of laboratory/lecture per week. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L41 Biol 4523 Mutagenesis and Enzyme Analysis**

Molecular Methods in Enzyme Analysis. Understanding enzyme structure and function is essential in many important drug design projects. This course focuses on common methods used to investigate enzyme active sites to elucidate binding interactions between small molecules and enzymes. Students use 3-D protein viewing software to design and model modifications to an enzyme active site, then perform those modifications using recombinant DNA technology and site-directed mutagenesis. This course also introduces other commonly used methods to assay active-site metals, characterize inhibitors, over-express and purify proteins, and use UV spectroscopy to analyze enzyme activity. This is an investigative course in which students perform collaborative research projects in small groups. Fulfills the upper-level laboratory requirement for the generic biology major and the biochemistry track; intended for students who have no other

courses that fulfill these requirements. Prerequisite: Biol 2970. Limit 12.

Credit 4 units. A&S: NS A&S IQ: NSM Arch: NSM BU: SCI

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**L41 Biol 4524 Structural Bioinformatics of Proteins**

Students have access to high-quality, experimentally determined, three-dimensional structures of proteins provided by the Seattle Structural Genomics Center for Infectious Disease and contribute to this ongoing project by using cutting-edge structural bioinformatics tools and methods to analyze and to interpret these structures. Students who provide outstanding analyses are eligible to co-author a scientific paper. Topics include: structural quality assurance and validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein and structure-based sequence analyses, inferring protein function from structure, electrostatic interactions, threading and homology modeling. One hour of lecture and six hours of computer laboratory per week. Fulfills upper-level laboratory requirement for the biology major. Credit 4 units. A&S IQ: NSM BU: SCI

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**L41 Biol 4580 Principles of Human Anatomy and Development**

This course is designed for both undergraduate and graduate students in the anthropological, biological, and/or pre-medical sciences who wish to learn about human anatomy from various evolutionary, functional, developmental, and clinical perspectives. Lectures will emphasize the organizational and developmental principles of various organ systems of the human body. The course will also make use of our extensive anatomy museum of labeled dissected human specimens as well as our cast collections of numerous specimens from the human fossil record where appropriate. Frequent use of X-rays, CT, and MRI scans will also be used to help students visualize human anatomy from a number of different imaging modalities. Prerequisites: Undergraduate or graduate students in the anthropological, biological, and/or pre-medical sciences who have had at least one course in physical anthropology and/or biology, or consent of instructor. Same as L48 Anthro 4581

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L41 Biol 472 Behavioral Ecology**

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active learning component. Prerequisite: Biol 2970 or permission of instructor.

Credit 4 units. A&S: NS A&S IQ: NSM

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**L41 Biol 4810 General Biochemistry I**

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262. Same as L07 Chem 481

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L41 Biol 4820 General Biochemistry II**

Continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism, signal transduction, transport across membranes, DNA replication and repair, transcription and translation, molecular motors, mechanisms of drug action and natural products biosynthesis. Prerequisite: Chem 481 or Biol 481. Same as L07 Chem 482. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L41 Biol 4830 Bioenergy**

A broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems and current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemical products. An overall emphasis is placed on the use of large-scale genomic, transcriptomic and metabolomic datasets in biochemistry. The topics covered include photosynthesis; central metabolism; structure and degradation of plant lignocellulose; and microbial production of liquid alcohol, biodiesel, hydrogen and other advanced fuels. Course meets during the second half of the spring semester. Prerequisite: Biol 4810 or permission of instructor. Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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**L41 Biol 4832 Molecular Mechanisms of Photosynthesis and Respiration**

Photosynthesis is a biological process whereby the Sun's energy is captured and stored by a series of events that convert the pure energy of light into the free energy needed to power life. Respiration is a biological process that extracts energy in a usable form from high-energy compounds produced by photosynthesis. This course examines these essential biological processes at the molecular level in both bacterial and eukaryotic organisms. Emphasis is on chemiosmotic principles as well as the structure and mechanism of action of the protein complexes that carry out photosynthesis and respiration. Additional topics include the assembly and regulation of these protein complexes and the origin and evolution of these processes. Prerequisite: Chem 482, Biol 4820 or Biol 451 or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM

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**L41 Biol 487 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/no credit only. Credit variable, maximum 3 units. A&S: NS Art: NSM

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**L41 Biol 488 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/No Credit only. Credit variable, maximum 3 units. A&S: NS

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**L41 Biol 493 Seminar in Advanced Biology**

In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the department. Credit variable, maximum 4 units. A&S: NS A&S IQ: NSM Art: NSM

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**L41 Biol 4933 Molecular Biology on the Cutting Edge**

Recent biomedical discoveries have been greatly advanced through the development of innovative, state-of-the-art techniques. For example, Nuclear Magnetic Resonance (NMR) has proved to be an invaluable tool in both efforts to determine the atomic structure of proteins and small molecules, as well as in clinical settings, as MRI to identify tumors that would otherwise go unnoticed. This course introduces students to a variety of cutting-edge laboratory techniques, and discusses the impact of these techniques on biology and medicine. Students have the unique opportunity to learn from graduate students employing these approaches in their doctoral studies. Topics to be covered include: high-throughput sequencing of genetic disorders, x-ray crystallography, and single molecule force spectroscopy by AFM. Weekly classes consist of a 30-45 minute presentation on a particular technique, followed by a 60-minute discussion of the assigned readings. Prerequisites: Biol 2960 and 2970 and at least one semester of Biol 500 or equivalent research experience approved by the course master. Credit 2 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L41 Biol 4934 Neuroscience Futures 2**

Students in this course engage with the neuroscience community both at Washington University and beyond by attending, summarizing and discussing neuroscience seminars on campus throughout the semester. Specifically, students are expected to attend three neuroscience seminars over the course of the semester and submit summaries of each seminar. Students meet twice during the semester, in week 5 and week 11, for guided discussion of the science in the seminars they attended. Additionally, students in this seminar attend two combined classes with Neuroscience Futures 1 during the first and last weeks of the semester. In both meetings, students have an opportunity to give brief presentations on their own research. The last class combines short student presentations with a keynote address from an invited speaker from within or outside the Washington University neuroscience community. Credit 1 unit. BU: SCI

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**L41 Biol 4935 Undergraduate Research Perspectives**

The purpose of this course is for undergraduates to acquire a broad perspective on their hands-on research. What are your big questions? How will you communicate your discoveries? How do your results fit with what has gone before? Each semester will have a focus, which might be science communication, statistics or critical reading, for example. Required activities may include weekly writing, participation in the undergraduate poster session, research, presentations and attendance. Enrollment is by permission only from Joan Strassmann. This course is required for undergraduates conducting research in the Queller/Strassmann laboratories and is open to other students involved in research. Joan Strassmann, David Queller, and selected postdoctoral fellows. Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM BU: SCI

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#### L41 Biol 500 Independent Research

Research under the supervision of a faculty sponsor. Prerequisites: junior or senior standing and permission of sponsor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. Because this course has a large number of sections, some sections are listed and enrolled as Biol 500A. If work is to be submitted for Latin honors, refer to the Department of Biology *Handbook for Majors*, "Latin Honors Through a Biology Major Program." The handbook can be found online (PDF) (<http://nslc.wustl.edu/handbook/handbook.pdf>). Arrangements for registration should be completed during the preregistration period through the Biol 500 course website. Credit variable, maximum 3 units.

## Chemistry

For students interested in discovering insights into nature and exploring new ways to meet the needs of our technological society and new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business and commerce. Studying chemistry provides the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear, theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental and materials chemistry. The department has close research ties with the departments of Physics; Earth and Planetary Sciences; Biology; Biomedical Engineering; Energy, Environmental & Chemical Engineering; Mechanical Engineering & Materials Science; and with departments at the Washington University School of Medicine.

Undergraduate majors in chemistry study chemistry with renowned scientists who are teacher-scholars dedicated to the students' learning experience. The department is small, and it has world-class instruments and facilities, which allows students to receive individualized instruction and to participate in cutting-edge science. Each student works closely with a faculty member to design and carry out an original research project. Students may participate in interdisciplinary research at the School of Medicine or the School of Engineering & Applied Science. Research internships at local companies also can be arranged.

A variety of creative and productive careers are available to graduates with a degree in chemistry. Graduates may pursue a career in chemistry or such related professions as biochemistry, medicine and chemical engineering. Most students continue in graduate or medical school, and some go on to business or law

school. Positions in government, industry and education are also available.

**Phone:** 314-935-6530  
**Email:** [chemistry@wustl.edu](mailto:chemistry@wustl.edu)  
**Website:** <http://chemistry.wustl.edu>

## Faculty

### Chair

**William E. Buhro** (<http://www.chemistry.wustl.edu/faculty/buhro>)  
George E. Pake Professor of Arts & Sciences  
PhD, University of California, Los Angeles

### Endowed Professors

**Joseph J.H. Ackerman** (<http://www.chemistry.wustl.edu/faculty/ackerman>)  
William Greenleaf Eliot Professor  
PhD, Colorado State University

**Robert E. Blankenship** (<http://www.chemistry.wustl.edu/people/primary-faculty/robert-blankenship>)  
Lucille P. Markey Distinguished Professor of Arts & Sciences  
PhD, University of California, Berkeley

**Regina F. Frey** (<http://www.chemistry.wustl.edu/faculty/frey>)  
Florence Moog Professor of STEM Education  
Associate Professor, Department of Chemistry  
PhD, University of Utah

**Jacob Schaefer** (<http://www.chemistry.wustl.edu/faculty/schaefer>)  
Charles Allen Thomas Professor of Chemistry  
PhD, University of Minnesota

**Holden Thorp** (<http://provost.wustl.edu/about/provost-thorp>)  
Provost  
Rita Levi-Montalcini Distinguished University Professor  
PhD, California Institute of Technology

### Professors

**John R. Bleeke** (<http://www.chemistry.wustl.edu/faculty/bleeke>)  
PhD, Cornell University

**Peter P. Gaspar** (<http://www.chemistry.wustl.edu/faculty/gaspar>)  
PhD, Yale University

**Michael L. Gross** (<http://www.chemistry.wustl.edu/faculty/mgross>)  
PhD, University of Minnesota

**Sophia E. Hayes** (<http://www.chemistry.wustl.edu/people/primary-faculty/sophia-e-hayes>)  
PhD, University of California, Santa Barbara

**J. Dewey Holten** (<http://www.chemistry.wustl.edu/faculty/holten>)  
PhD, University of Washington

**Ronald A. Lovett** (<http://www.chemistry.wustl.edu/faculty/lovet>)  
PhD, University of Rochester

**Liviu Mirica** (<http://www.chemistry.wustl.edu/faculty/mirica>)  
PhD, Stanford University

**Kevin D. Moeller** (<http://www.chemistry.wustl.edu/faculty/moeller>)  
PhD, University of California, Santa Barbara

**Jay Ponder** (<http://www.chemistry.wustl.edu/faculty/ponder>)  
PhD, Harvard University

**Demetrios G. Sarantites** (<http://www.chemistry.wustl.edu/faculty/sarantites>)  
PhD, Massachusetts Institute of Technology

**Lee G. Sobotka** (<http://www.chemistry.wustl.edu/faculty/sobotka>)  
PhD, University of California, Berkeley

**John-Stephen Taylor** (<http://www.chemistry.wustl.edu/faculty/taylor>)  
PhD, Columbia University

**Mark S. Wrighton** (<http://www.chemistry.wustl.edu/people/executive-faculty/mark-s-wrighton>)  
Chancellor  
PhD, California Institute of Technology

## Associate Professors

**Vladimir B. Birman** (<http://www.chemistry.wustl.edu/people/primary-faculty/vladimir-birman>)  
PhD, University of Chicago

**Richard A. Loomis** (<http://www.chemistry.wustl.edu/faculty/loomis>)  
PhD, University of Pennsylvania

**Richard Mabbs** (<http://www.chemistry.wustl.edu/faculty/mabbs>)  
PhD, University of Nottingham (U.K.)

**Gary Patti** (<http://www.chemistry.wustl.edu/faculty/patti>)  
PhD, Washington University

## Assistant Professors

**Alexander Barnes** (<http://www.chemistry.wustl.edu/faculty/barnes>)  
PhD, Massachusetts Institute of Technology

**Jonathan Barnes** (<http://www.chemistry.wustl.edu/people/primary-faculty/jonathan-barnes>)  
PhD, Northwestern University

**Julio D'Arcy** (<http://www.chemistry.wustl.edu/faculty/darcy>)  
PhD, University of California, Los Angeles

**Meredith Jackrel** (<https://www.chemistry.wustl.edu/people/primary-faculty/meredith-jackrel>)  
PhD, Yale University

**Bryce Sadtler** (<http://www.chemistry.wustl.edu/faculty/sadtler>)  
PhD, University of California, Berkeley

**Timothy Wencewicz** (<http://www.chemistry.wustl.edu/faculty/wencewicz>)  
PhD, University of Notre Dame

## Joint Professor

**Richard W. Gross** (<http://www.chemistry.wustl.edu/faculty/rgross>)  
PhD, Washington University  
(Internal Medicine)

## Majors

### The Major in Chemistry

**Total units required:** 53-62

**Required courses:** To prepare for a major in chemistry, students will take:

| Code           | Title                           | Units |
|----------------|---------------------------------|-------|
| Chem 111A      | General Chemistry I             | 3     |
| Chem 112A      | General Chemistry II            | 3     |
| Chem 151       | General Chemistry Laboratory I  | 2     |
| Chem 152       | General Chemistry Laboratory II | 2     |
| Chem 261       | Organic Chemistry I with Lab    | 4     |
| Chem 262       | Organic Chemistry II with Lab   | 4     |
| Physics 117A   | General Physics I               | 4     |
| or Physics 197 | Physics I                       |       |
| Physics 118A   | General Physics II              | 4     |
| or Physics 198 | Physics II                      |       |
| Math 131       | Calculus I                      | 3     |
| Math 132       | Calculus II                     | 3     |
| Math 233       | Calculus III                    | 3     |
| Total Units    |                                 | 35    |

Majors in chemistry must take a minimum of 18 units in advanced courses in chemistry or biochemistry, among which must be included:

| Code        | Title                 | Units |
|-------------|-----------------------|-------|
| Chem 401    | Physical Chemistry I  | 3     |
| Chem 402    | Physical Chemistry II | 3     |
| Chem 461    | Inorganic Chemistry   | 3     |
| Total Units |                       | 9     |

plus 9 units in chemistry at the 300 level or above (not including Chem 490 Introduction to Research or Chem 495 Advanced Undergraduate Research in Chemistry). Biol 451 General Biochemistry may be used to complete 3 of the required 9 units.

At least 3 of these 9 advanced units must be in a laboratory course, chosen from:

| Code     | Title                                    | Units |
|----------|--|-------|
| Chem 358 | Organic Chemistry Laboratory II          | 4     |
| Chem 435 | Nuclear and Radiochemistry Lab           | 3     |
| Chem 445 | Instrumental Methods: Physical Chemistry | 3     |
| Chem 470 | Inorganic Chemistry Laboratory           | 3     |

Also, Physics 217 Introduction to Quantum Physics and additional mathematics courses are recommended. Chem 181 Freshman Seminar in Chemistry, a seminar to introduce first-year students to research activities in the department, is optional. A working knowledge of computer programming and a foreign language, such as German or Russian, is encouraged but not required.

Students have the advantage of planning their course program with their adviser in accordance with personal interests. Some graduate courses also are available to seniors.

All chemistry course work must be taken in residence at Washington University to be eligible to earn a chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

Note: Per the College of Arts & Sciences guidelines, if a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program, i.e., no advanced course may "double-count" for the course work needed to fulfill either program's minimal requirements. Should a student's major/minor programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.

## The Major with Concentration in Biochemistry

Chemistry majors with a concentration in biochemistry should add Biol 2960 Principles of Biology I and Biol 2970 Principles of Biology II as prerequisites to the major and specify a minimum of 18 units in advanced courses in biology and chemistry, among which must be included:

| Code        | Title                   | Units |
|-------------|-------------------------|-------|
| Chem 481    | General Biochemistry I  | 3     |
| Chem 482    | General Biochemistry II | 3     |
| Chem 401    | Physical Chemistry I    | 3     |
| Chem 402    | Physical Chemistry II   | 3     |
| Chem 461    | Inorganic Chemistry     | 3     |
| Total Units |                         | 15    |

and at least one advanced lab chosen from:

| Code     | Title                           | Units |
|----------|---------------------------------|-------|
| Chem 358 | Organic Chemistry Laboratory II | 4     |

|           |  |   |
|-----------|--|---|
| Chem 435  | Nuclear and Radiochemistry Lab                                   | 3 |
| Chem 445  | Instrumental Methods: Physical Chemistry                         | 3 |
| Chem 470  | Inorganic Chemistry Laboratory                                   | 3 |
| Biol 437  | Laboratory on DNA Manipulation                                   | 4 |
| Biol 4522 | Laboratory in Protein Analysis, Proteomics and Protein Structure | 3 |

All chemistry course work must be taken in residence at Washington University to be eligible to earn a chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

Note: Per the College of Arts & Sciences guidelines, if a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program, i.e., no advanced course may "double-count" for the course work needed to fulfill either program's minimal requirements. Should a student's major/minor programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.

## Additional Information

**Latin Honors for the Major in Chemistry:** To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which must be included:

| Code     | Title                 | Units |
|----------|-----------------------|-------|
| Chem 401 | Physical Chemistry I  | 3     |
| Chem 402 | Physical Chemistry II | 3     |
| Chem 461 | Inorganic Chemistry   | 3     |

and two additional advanced courses in chemistry.

Students must also complete **two** additional laboratories. Students must choose one synthetic laboratory:

| Code     | Title                           | Units |
|----------|---------------------------------|-------|
| Chem 358 | Organic Chemistry Laboratory II | 4     |
| Chem 470 | Inorganic Chemistry Laboratory  | 3     |

and one physical laboratory:

| Code     | Title                                    | Units |
|----------|--|-------|
| Chem 435 | Nuclear and Radiochemistry Lab           | 3     |
| Chem 445 | Instrumental Methods: Physical Chemistry | 3     |

Neither Chem 490 Introduction to Research nor Chem 495 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirements, but Chem 495 can be used to satisfy an elective.

**Latin Honors for the Major in Chemistry with Concentration in Biochemistry:** To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses, including **either** one of the following five courses:

| Code     | Title                  | Units |
|----------|------------------------|-------|
| Biol 334 | Cell Biology           | 3     |
| Biol 349 | Microbiology           | 4     |
| Chem 453 | Bioorganic Chemistry   | 3     |
| Chem 464 | Inorganic Biochemistry | 3     |
| Chem 485 | Nucleic Acids          | 3     |

or a second laboratory course in advanced chemistry or biology chosen from:

| Code      | Title  | Units |
|-----------|--|-------|
| Chem 358  | Organic Chemistry Laboratory II                                  | 4     |
| Chem 435  | Nuclear and Radiochemistry Lab                                   | 3     |
| Chem 445  | Instrumental Methods: Physical Chemistry                         | 3     |
| Chem 470  | Inorganic Chemistry Laboratory                                   | 3     |
| Biol 437  | Laboratory on DNA Manipulation                                   | 4     |
| Biol 4522 | Laboratory in Protein Analysis, Proteomics and Protein Structure | 3     |
| Biol 4520 | Protein Function in Model Cellular Systems                       | 3     |

**Departmental Honors for the Majors in Chemistry and Chemistry with a Concentration in Biochemistry:** To graduate "with distinction," a student must maintain a Chemistry GPA of 3.5 and complete at least one semester of Chem 490 research. To graduate "with high distinction," a student must maintain a Chemistry GPA of 3.65 and complete at least two semesters of chemistry research, one of which must be Chem 495. To graduate "with highest distinction," a student must maintain a Chemistry GPA of 3.8 and complete at least two semesters of chemistry research, one of which must be Chem 495. Chemistry research is defined as a research project performed under the direction of a Chemistry faculty member, or a research project approved by the Chemistry Department Undergraduate Work Committee. A Chemistry GPA is calculated from the grades received in chemistry courses and chemistry prerequisites. The level of Departmental Honors a student achieves will appear on the student's final transcript.

## Minors

### The Minor in Chemistry

**Units required:** 27 in chemistry; 17 in math and physics

**Required courses:**

| Code      | Title                | Units |
|-----------|----------------------|-------|
| Chem 111A | General Chemistry I  | 3     |
| Chem 112A | General Chemistry II | 3     |

|                    |                                 |           |
|--------------------|---------------------------------|-----------|
| Chem 151           | General Chemistry Laboratory I  | 2         |
| Chem 152           | General Chemistry Laboratory II | 2         |
| Chem 261           | Organic Chemistry I with Lab    | 4         |
| Chem 262           | Organic Chemistry II with Lab   | 4         |
| Math 131           | Calculus I                      | 3         |
| Math 132           | Calculus II                     | 3         |
| Math 233           | Calculus III                    | 3         |
| Physics 117A       | General Physics I               | 4         |
| or Physics 197     | Physics I                       |           |
| Physics 118A       | General Physics II              | 4         |
| or Physics 198     | Physics II                      |           |
| <b>Total Units</b> |                                 | <b>35</b> |

#### Elective courses:

9 units of chemistry encompassing three courses in at least two subdisciplines. Biol 451 General Biochemistry may be used to satisfy one course of the three required. Courses must be 300-level or above, but Chem 490 Introduction to Research is specifically excluded.

All chemistry course work must be taken in residence at Washington University to be eligible to earn a chemistry minor. A minimum grade of C- must be earned in each course to count toward the chemistry minor.

Note: Per the College of Arts & Sciences guidelines, if a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program, i.e., no advanced course may "double-count" for the course work needed to fulfill either program's minimal requirements. Should a student's major/minor programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.

## Courses

Visit online course listings to view semester offerings for L07 Chem (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L07&crslvl=1:4>).

#### L07 Chem 111A General Chemistry I

Systematic treatment of fundamental chemical principles and their applications. Particular reference to the concept of energy and its uses, gas laws, kinetic molecular theory, atomic and molecular structure, chemical bonding, and the periodic classification of the elements. Prerequisites: two years of high school algebra and one of high school chemistry, or permission of instructor.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L07 Chem 112A General Chemistry II

Introduction to the principles of chemical equilibrium and to ionic solutions. Topics: ionic equilibria, galvanic cells, elementary chemical thermodynamics and kinetics, and molecular structure of coordination compounds. Three lecture hours and a problem-solving subsection hour. Sign-up for subsections is conducted during the first two weeks of the semester. Prerequisite: Chem 111A or permission of instructor.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L07 Chem 151 General Chemistry Laboratory I

This course provides an introduction into basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The course is designed to be taken concurrently with the first semester of the general chemistry lecture series (Chem 111A). Students attend a lab lecture every Monday and perform experiments during their scheduled lab section every week. Consult course listings for more information. Prerequisite: concurrent enrollment in Chem 111A or permission of the instructor.

Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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### L07 Chem 152 General Chemistry Laboratory II

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 112A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every other week. Prerequisite: concurrent enrollment in Chem 112A or permission of the instructor.

Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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### L07 Chem 181 Freshman Seminar in Chemistry

A weekly lecture by a chemistry faculty member or other scientist from academia or industry on the lecturer's current research activities. The goal is to provide students with a sampling of current research activities dealing with fundamental and applied problems in science and society that are being approached from a chemical point of view. Students see how fundamental chemical principles can be obtained from experiment and theory and used to both better understand and make better the world we live in. Each week a different scientist presents a lecture or offers an additional activity. Intended primarily for freshman who anticipate majoring in science, but interested upperclass students also should find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Enrollment is limited. Credit/no credit only.

Credit 1 unit. A&S: NS A&S IQ: NSM Art: NSM

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### L07 Chem 182 Chemistry for Concerned Citizens: Topics in Energy, the Environment, and More

This course is designed to provide an overview of chemistry as it relates to problems in environmental science, energy and related topics. It is constructed such that all students, irrespective of their major area of study, can learn about chemistry in these contexts. The course is intended to be highly interdisciplinary;

therefore, it covers subjects including chemistry, physics, engineering, geology, biology, environmental policy and others. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

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### L07 Chem 261 Organic Chemistry I with Lab

The first part of a two-semester survey of organic chemistry. The course includes an introduction to organic structures, reactions and reaction mechanisms. The laboratory meets on alternate weeks and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 112A, Chem 152.

Credit 4 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L07 Chem 262 Organic Chemistry II with Lab

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and the synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory meets eight times and includes organic synthesis and spectroscopic techniques. Required course for chemistry majors. Prerequisite: Chem 261.

Credit 4 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 290 Freshman and Sophomore Research

Introduction to laboratory research for first- and second-year students. Students work under supervision of a faculty sponsor. Prerequisite: permission of the sponsor and the Department of Chemistry. Credit/no credit only.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 299 Chemical Laboratory Safety

An overview of current laboratory safety, regulatory and compliance practices. Safety and compliance issues that impact chemical, biological and materials research is covered through a series of lectures, demonstrations, activities and laboratory exercises.

Credit 0.5 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L07 Chem 358 Organic Chemistry Laboratory II

Initially, problem solving in organic chemistry is emphasized through an introduction to the methods of qualitative organic analysis, including the use of chromatographic and spectroscopic techniques. Each student then selects an independent synthetic project to perform. Prerequisite: Chem 262. Six laboratory hours per week. Lectures held three hours a week for the first half of the semester.

Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Arch: NSM Art: NSM

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### L07 Chem 400 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics and kinetics, are solved with numerical software. Each exercise is accompanied by a lecture, a software template solving a problem and a related take-home problem. The software allows us to focus on, and treat in a transparent fashion, physical problems without the unworldly idealizations and contrivances found in textbooks. Prerequisites: Chem 111A Chemistry I, concurrent

enrollment with Chem 401 and prior or concurrent enrollment in Physics 117A Physics I.

Credit 1 unit. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L07 Chem 401 Physical Chemistry I**

Introduction to quantum chemistry (with applications to elementary spectroscopy) and kinetics. Prerequisites: Chem 111A-Chem 112A, Math 233; prior completion of Physics 117A and Physics 118A is strongly encouraged (but concurrent enrollment in Physics 117A is accepted); or permission of instructor. Required course for all Chemistry majors.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L07 Chem 402 Physical Chemistry II**

Introduction to chemical thermodynamics, statistical mechanics and transport phenomena. Required course for all Chemistry majors. Prerequisites: Chem 111A–Chem 112A, Chem 401, Math 233, prior completion of Physics 117 and 118 is strongly encouraged (but prior completion of Physics 117 and concurrent enrollment in Physics 118 are accepted); or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L07 Chem 403 Chemical Kinetics**

This lecture course provide an introduction to the kinetics of chemical reactions for graduate and upper-level undergraduate science and engineering students. Bulk and molecular level considerations are discussed and provide a foundation for the understanding of chemical reaction mechanisms and the techniques used for their study. Students gain an understanding of the importance and significance of the rate laws of reactions and in particular the reaction rate constant. Details of how the environment in which reactions occur (e.g., gas phase, solution phase and surface reactions) and molecular structure are reflected in the rate constant are discussed. Examples such as catalytic loss cycles in the atmosphere, enzyme catalysis, combustion systems, chain reactions and explosions are presented in detail to illustrate how the fundamental principles of chemical kinetics can be applied to predict reaction rates, chemical reactivity and the outcomes of particular processes.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 426 Inorganic Electrochemistry and Photochemistry**

An understanding of electrochemical processes is critical in describing the behavior of batteries, photovoltaics, solar fuel systems, and other important devices used in energy conversion and environmental remediation. This course will cover modern inorganic electrochemistry, photochemistry, and photoelectrochemistry from a microscopic perspective of solid-electrolyte interfaces. The course material will start with the thermodynamics of solid-electrolyte interfaces and the kinetics of electron transfer across these interfaces. Electroanalytical techniques, such as cyclic voltammetry and potential step methods, will be described to understand the mechanism of various electrochemical and photochemical reactions.

The second half of the course will cover several applications of electrochemical cells, including batteries, fuel cells, and photoelectrochemical cells. Prerequisites: Chem 461 or Chem 465 or consent of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 430 Simulation in Chemistry and Biochemistry**

This course explores a wide range molecular modeling techniques and applications of computational chemistry to problems in chemistry and biochemistry. Topics include ab initio quantum mechanics, semi-empirical MO theory, molecular mechanics, molecular dynamics simulation, coarse-grained models, electrostatic methods and biomolecular structure prediction. A major component of the course is weekly laboratory sessions using common software programs in the field, including Spartan, Q-Chem, Gaussian, VMD, TINKER, APBS, AutoDock, SDA7 and others. Many of the lab exercises target proteins, nucleic acids and other biological structures. As a final lab experience, students complete an independent project using tools covered in the course.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 435 Nuclear and Radiochemistry Lab**

Application of radiochemical techniques to problems in chemistry, physics and nuclear medicine. Prerequisites: 3 units of physical chemistry and permission of instructor. One lecture hour and five hours of laboratory a week.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 436 Radioactivity and Its Applications**

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics and physics.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 437 Radioactivity and Radiation Safety**

The following topics are discussed: (a) general properties of nuclei; (b) laws of radioactive decay; (c) interaction of radiation with matter; (d) radiation detectors; (e) radiation dosimetry; (f) biological effects of radiation exposure; (g) radiation safety, safety test, regulations; (h) basics of radioisotope production.

Credit 1 unit. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L07 Chem 445 Instrumental Methods: Physical Chemistry**

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Arch: NSM Art: NSM

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**L07 Chem 450 Mechanistic Organic Chemistry**

The first half of a sequence of two semesters, followed by Chem 554 in the spring, encompassing important topics in physical organic chemistry. The first semester is devoted to the fundamental concepts of mechanistic organic chemistry. The major classes of organic reactions are surveyed from a mechanistic perspective. Prerequisite: Chem 262 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 451 Organic Chemistry III

A lecture course that builds on the material in Chem 261 and Chem 262, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry and biology majors. Prerequisite: Chem 262.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 453 Bioorganic Chemistry

The focus of this course is an overview of modern medicinal chemistry from the selection of a therapeutic target through the FDA-approval process. Each aspect is exemplified by examples of drugs currently in clinical use or in late-stage development. One aspect of particular interest to synthetic chemists is the underlying development chemistry that often determines the competitive success of a product. Topics covered include peptidomimetic HIV protease inhibitors, topoisomerase inhibitors, HMGCoA-reductase inhibitors (Lipitor, etc.), receptor tyrosine-kinase inhibitors (Gleevec, etc.), a synthetic mimetic of superoxide dismutase, and several others depending on the interests of the participants. Students are responsible for presenting to the class the synthetic routes developed for the discovery and commercialization of these drugs focusing on development chemistry. Prerequisite: Chem 262.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 458 Chemical Reaction Mechanism Journal Club

This seminar meets for one hour each week. During the meetings, student participants are responsible for presenting topics from the current literature. The format of the presentation varies from informal talks to student-authored problem sets. Attendance at meetings is strongly recommended for all students who are currently taking the organic cumulative examinations. Prerequisite: Chem 262.

Credit 1 unit. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 459 Organometallic Chemistry

Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy and reactivity. Prerequisite: Chem 252.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 461 Inorganic Chemistry

Introduction to modern inorganic chemistry; emphasis on relation of structure and bonding to the chemical and physical properties of compounds. Prerequisite: Chem 401 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 464 Inorganic Biochemistry

A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry and spectroscopy, topics include: electron transfer systems; oxygen transport and activation; metal ion acquisition, transport and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisites: Chem 252; Chem 461 recommended but not required.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 465 Solid-State and Materials Chemistry

The course begins with basic crystallography and common inorganic structure types. With the aid of computer modeling, students learn to analyze, index and refine X-ray powder-diffraction data. Students are then taught to use phase diagrams to assess the compositions and microstructures of materials produced by various synthetic or processing methods. Crystal nucleation and growth, defects, and ion-conduction mechanisms also are introduced. The course concludes with an analysis of the mechanical properties of materials from a chemistry perspective. What makes some materials strong, stiff and resistant to fracture? Prerequisites: Chem 111A-Chem 112A.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 470 Inorganic Chemistry Laboratory

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques such as high-temperature synthesis and vacuum line manipulations. Compounds will be spectroscopically characterized by UV-visible, gas-phase infrared, and multinuclear and dynamic NMR spectroscopy. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prerequisite: Chem 461 or consent of the instructor. A Writing Intensive option is available with the permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 470W Inorganic Chemistry Laboratory — Writing Intensive

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises introduce novel synthetic techniques such as high-temperature synthesis and vacuum line manipulations. Compounds are spectroscopically characterized by UV-visible, gas-phase infrared, and multinuclear and dynamic NMR spectroscopy. Measurements of electrochemical behavior, magnetic susceptibility and electrical conductivity are performed. Prerequisite: Chem 461 or consent of the instructor. This course satisfies the writing-intensive requirement.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Arch: NSM Art: NSM

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### L07 Chem 475 Chemical Biology

This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers; computational methods and bioinformatics; tools for chemical biology; and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prerequisites: Chem 262 and Biol 2970, or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L07 Chem 477 Modern Medicinal Chemistry

The focus of this course is an overview of Modern Medicinal Chemistry from the selection of a therapeutic target through the FDA-approval process. Each aspect is exemplified by examples of drugs currently in clinical use, or in late-stage development. One aspect of particular interest to synthetic chemists is the underlying development chemistry that often determines the competitive success of a product. Topics covered

include peptidomimetic HIV protease inhibitors, topoisomerase inhibitors, HMGCoA-reductase inhibitors (Lipitor, etc.), receptor tyrosine-kinase inhibitors (Gleevec, etc.), a synthetic mimetic of superoxide dismutase, and several others depending on the interests of the participants. Students are responsible for presenting to the class the synthetic routes developed for the discovery and commercialization of these drugs focusing on development chemistry. Prerequisite: Chem 262 or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L07 Chem 478 Molecular Modeling

A survey of a wide range of techniques and applications in molecular modeling and computational chemistry, including "ab initio" quantum mechanics, semi-empirical MO theory, molecular mechanics, molecular dynamics simulation, coarse-grained models, electrostatic methods and biomolecular structure prediction. In addition to traditional lectures, students gain hands-on experience with a variety of computer modeling programs, and are expected to complete an individual project in their particular area of interest. Prerequisites: previous course experience in physical chemistry at the level of Chem 401–Chem 402, or permission of the instructor. Some familiarity with computer basics (text editing, simple scripting and using the "command line" in either Linux, Windows or Mac OS X) is recommended.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L07 Chem 479 Computational Chemistry and Molecular Modeling

Lectures cover the background, practice and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation are presented, from molecular mechanics calculations and Hückel molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Arch: NSM Art: NSM

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#### L07 Chem 481 General Biochemistry I

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation, and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L07 Chem 482 General Biochemistry II

Continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism, signal transduction, transport across membranes, DNA replication and repair, transcription and translation, molecular motors, mechanisms of drug action and natural products biosynthesis. Prerequisite: Chem 481 or Biol 481.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L07 Chem 485 Nucleic Acids

Structure, synthesis, properties, and interactions of nucleic acids, and the design and synthesis of nucleic acid-based and/or targeted drugs, probes and tools. Topics: primary, secondary and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage, DNA repair of mutagenesis; design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisites: Chem 251 and Chem 252 or equivalent.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L07 Chem 488 Modern Spectroscopy

This course focuses on the fundamental principles and methodologies associated with numerous optical spectroscopy techniques that are commonly utilized in physical and life sciences research laboratories. In order to develop a solid understanding of the material as well as best practices, and the strengths and limitations of the techniques, this course combines lectures with laboratory experiments. Students also learn how to analyze and interpret data and succinctly describe their results. During one lecture each week the underlying principles of a specific type of spectroscopy are presented. The second lecture each week is spent covering the general details of the instrumentation and methods for acquiring spectra on different types of samples. The students then acquire spectra using the spectroscopic methods presented during the laboratory session. The students independently analyze the data and write brief reports of their findings. During the last two weeks of class, pairs of students are given an unknown, and they need to identify and characterize the sample. Students then write and submit a final report describing this independent research and their findings.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L07 Chem 490 Introduction to Research

Advanced laboratory work on a selected topic in chemistry. Prerequisite: permission of the department. Credit/no credit only. If this course is to be submitted for Honors, the student must file the Honors form available at the chemistry department office before the end of junior year. Arrangements for registration should be completed during the preregistration period.

Credit variable, maximum 6 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L07 Chem 495 Advanced Undergraduate Research in Chemistry

The student conducts research supervised by a chemistry department faculty member. At the end of the semester, the chemistry supervisor chairs a faculty committee to evaluate an oral public presentation and/or a concise written report, and a letter grade is assigned. The committee members and completion requirements must be approved by the supervisor prior to registration. This course may provide a Capstone Experience but does not fulfill the Writing-Intensive requirement. The units earned may be applied as elective advanced credits toward a chemistry major with Latin honors eligibility. Course may be taken only once for credit. Prerequisite: Chem 490 and/or other advanced electives or research experience specified by the supervisor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

## Children's Studies

In the children's studies minor, students learn about children and childhood while drawing on the expertise of departments and programs from across Arts & Sciences, especially Education, English, and Psychological & Brain Sciences. Children's studies minors will develop a sophisticated interdisciplinary understanding of childhood and the issues surrounding the treatment and status of children throughout history. The minor combines social science courses that measure and analyze how children mature and how institutions have affected children with courses in the humanities that examine how children are portrayed and constructed in art, literature and film. Thus, a minor in children's studies will supplement students' majors while exposing them to an interconnected set of ideas about children as objects and subjects in a variety of essential disciplines. The minor in children's studies is housed in the Washington University Center for the Humanities.

**Contact:** Wendy Love Anderson  
**Phone:** 314-935-9523  
**Email:** andersonwl@wustl.edu  
**Website:** <http://cenhum.artsci.wustl.edu/academics/minor>

## Faculty

### Co-Directors

**Gerald L. Early** ([http://english.artsci.wustl.edu/gerald\\_early](http://english.artsci.wustl.edu/gerald_early))  
Merle Kling Professor of Modern Letters  
PhD, Cornell University  
(English; African and African-American Studies)

**Desirée White** (<http://psychweb.wustl.edu/white>)  
Professor  
PhD, Washington University  
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

### Academic Coordinator

**Wendy Love Anderson** (<http://cenhum.artsci.wustl.edu/people/anderson>)  
PhD, University of Chicago  
(Center for the Humanities)

### Faculty Advisory Board

**Annette Appell** ([https://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=6627](https://law.wustl.edu/faculty_profiles/profiles.aspx?id=6627))  
Professor  
JD, Northwestern University  
(School of Law)

**Garrett Duncan** (<http://education.wustl.edu/Duncan>)

Associate Professor  
PhD, The Claremont Graduate School  
(Education; African and African-American Studies; American Culture Studies)

**Patricia Kohl** (<http://brownschool.wustl.edu/Faculty/FullTime/Pages/PatriciaKohl.aspx>)

Associate Professor  
PhD, University of North Carolina at Chapel Hill  
(George Warren Brown School of Social Work)

**Joan Luby** (<https://eedp.wustl.edu/about/people>)

Samuel and Mae S. Ludwig Professor of Child Psychiatry MD, Wayne State University  
(School of Medicine; Director, Early Emotional Development Program)

**Lori Markson** (<http://psychweb.wustl.edu/markson>)

Associate Professor  
PhD, University of Arizona  
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

**Amy Pawl** ([http://english.artsci.wustl.edu/Pawl\\_Amy](http://english.artsci.wustl.edu/Pawl_Amy))

Senior Lecturer  
PhD, University of California, Berkeley  
(English)

## Majors

Children's studies is an interdepartmental minor; Washington University does not offer a separate major in children's studies.

## Minors

### The Minor in Children's Studies

*Minor requirements for students entering Washington University in fall 2014 and after:*

**Units required: 16**

**Required courses (4 units):**

| Code     | Title  | Units |
|----------|--|-------|
| ChSt 300 | Interdisciplinary Introduction to Children's Studies | 3     |
| ChSt 499 | Senior Seminar in Children's Studies                 | 1     |

**Core courses (6 units from the following):**

| Code      | Title  | Units |
|-----------|--|-------|
| ChSt 313B | Education, Childhood, and Society  | 3     |
| ChSt 318  | The Cultural History of the American Teenager (previously offered as ChSt 236 & 336) | 3     |
| ChSt 321  | Developmental Psychology   | 3     |

|          |  |   |
|----------|--|---|
| ChSt 334 | A History of the Golden Age of Children's Literature | 3 |
|----------|--|---|

6 additional units from either the core list or from elective courses, including but not limited to:

| Code      | Title   | Units |
|-----------|---|-------|
| ChSt 178  | Imagining and Creating Africa: Youth, Culture, and Social Change                | 3     |
| ChSt 301C | The American School   | 3     |
| ChSt 304  | Educational Psychology  | 3     |
| ChSt 3132 | Service Learning: Girls' Studies  | 4     |
| ChSt 314  | Children's Literature Since World War II: From E.B. White to J.K. Rowling       | 3     |
| ChSt 316F | Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School  | 3     |
| ChSt 316W | Girls' Fiction From Little Goody Two-Shoes to Nancy Drew                        | 3     |
| ChSt 3195 | Abnormal Child Psychology   | 3     |
| ChSt 325  | Psychology of Adolescence   | 3     |
| ChSt 3254 | African Americans and Children's Literature                                     | 3     |
| ChSt 3270 | Comics, Graphic Novels, and Sequential Art                                      | 3     |
| ChSt 331  | Topics in Holocaust Studies: Children in the Shadow of the Swastika             | 3     |
| ChSt 337  | Play and Development  | 3     |
| ChSt 341  | Children and Childhood in World Religions                                       | 3     |
| ChSt 342  | Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World | 3     |
| ChSt 3620 | Anthropological Perspectives on the Fetus                                       | 3     |
| ChSt 381  | Banned Books  | 3     |
| ChSt 385  | Narratives of Childhood   | 3     |
| ChSt 400  | Independent Work in Children's Studies  | -3    |
| ChSt 4036 | Children of Immigrants: Identity and Acculturation                              | 3     |
| ChSt 4046 | Developmental Neuropsychology   | 3     |
| ChSt 4280 | History of Urban Schooling in the United States                                 | 3     |
| ChSt 4289 | Neighborhoods, Schools, and Social Inequality                                   | 3     |
| ChSt 453B | Sociology of Education  | 3     |
| ChSt 4591 | The Development of Social Cognition   | 3     |
| ChSt 4608 | The Education of Black Children and Youth in the United States                  | 3     |

|           |  |   |
|-----------|--|---|
| ChSt 461B | The Construction and Experience of Black Adolescence | 3 |
|-----------|--|---|

|          |  |   |
|----------|--|---|
| ChSt 471 | Topics in Japanese Culture: Reminiscences of Childhood and Youth | 3 |
|----------|--|---|

## Additional Information

The most up-to-date list of approved electives is located on the Children's Studies Minor website (<http://cenhum.artsci.wustl.edu/academics/minor>). Courses not on that list may be used to fulfill the requirements of the minor only if they have been approved by the student's minor adviser and/or by the academic coordinator.

A maximum of 3 units of course work completed at another university, whether in the United States or abroad, may be applied toward the children's studies minor. Credit will be awarded only to those courses that have been approved by the student's minor adviser and/or by the academic coordinator.

## Courses

Visit online course listings to view semester offerings for L66 ChSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L66&crslvl=1:5>).

### L66 ChSt 178 Imagining and Creating Africa: Youth, Culture, and Social Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine hip-hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Same as L90 AFAS 178

Credit 3 units. A&S: CD A&S IQ: LCD Arch: HUM Art: HUM BU: IS EN: H

### L66 ChSt 236 Cultural History of the American Teenager

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 60 years? In our consideration of teen culture, we take a multidisciplinary approach when tackling a variety of materials — including historical readings, literary fiction, Young Adult fiction, comic books, popular films, and popular music — in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past 60 years.

We begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and '60s. Our readings focus on the middle decades of the 20th century, when teen culture moved to the forefront of American life, but we end the semester by considering how teen life has recently been imagined in such novels as *The Hunger Games*. Our class also discusses a few films, such as *Rebel Without a Cause* and *American Graffiti*, which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we focus on the different methods that we can employ when attempting to interpret and analyze American culture.

Same as L98 AMCS 236

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L66 ChSt 299 Internship in Children's Studies

This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children's Studies. Enrollment is restricted to children's studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson at andersonw@wustl.edu or 314-935-9523. Credit variable, maximum 3 units.

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#### L66 ChSt 300 Interdisciplinary Introduction to Children's Studies

What is childhood? Is it supposed to be happy? And what can children's books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children's studies, including readings in the history and literature of global childhood, excerpts from children's films and TV, visits from Washington University faculty studying children across various disciplines, and field trips to a children's museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Differentiation requirement in Arts & Sciences.

Credit 3 units. A&S: SS, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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#### L66 ChSt 301C The American School

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers; changing relationships among schools and such other educational institutions as the church and the family; and policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.

Same as L12 Educ 301C

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM EN: H

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#### L66 ChSt 304 Educational Psychology

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and

learn; how children, adolescents, and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester.

Same as L12 Educ 304

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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#### L66 ChSt 3132 Service Learning: Girls' Studies

2012 marked the 100th anniversary of Girl Scouts of America, an organization that has played a significant role in defining what it means to be a girl in American culture. This class will look back at girlhood over the last hundred years to today by exploring topics that include literature for girls, the education of girls, sports and girlhood, marketing to girls, girls' health and sexuality, and, of course, the history of organizations for girls in the U.S. and abroad. This course introduces students to the emerging field of Girl Studies within the field of Feminist/Gender Studies research. Because the course builds upon basic knowledge of women's movements in the United States and builds upon an understanding of core women and gender studies readings, students must take Introduction to Women and Gender Studies or Introduction to Sexuality Studies before enrolling in this course. This course includes a fieldwork component in addition to regular course meetings. Prerequisite: any 100-level Women, Gender, and Sexuality Studies course.

Same as L77 WGSS 3132

Credit 4 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L66 ChSt 313B Education, Childhood, and Society

An examination of childhood, child development and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students will clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students.

Same as L12 Educ 313B

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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#### L66 ChSt 314 Children's Literature Since World War II: From E.B. White to J.K. Rowling

Same as L14 E Lit 314

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS

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#### L66 ChSt 316F Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School

It is said that at this time in history the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, we expand our views about learning by experimenting with the creative process of lateral thinking. In the first six weeks of the semester, we learn about learning by meeting with exceptional people with many scholarly, professional, and civic engagement accomplishments. We also learn by working in teams to develop an exciting set of 2-D/3-D, hands-on, problem-solving workshops for middle-schoolers from economically disadvantaged urban families; the workshop curriculum is based upon students' knowledge and passion as

well as their interests. During the last eight weeks, we deliver these workshops once a week to students at Compton-Drew Middle School (adjacent to the Science Center in the city of St. Louis). In this course we celebrate the choices of studies we each pursue, and expand our experience by learning from each other's knowledge bases and creativity. The course is open to students from all disciplines and schools, freshmen through seniors, and meets the multidisciplinary fieldwork requirement for AMCS majors.

Same as L98 AMCS 316F

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L66 ChSt 316W Girls' Fiction From Little Goody Two-Shoes to Nancy Drew**

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L66 ChSt 318 The Cultural History of the American Teenager**

Same as L14 E Lit 318

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L66 ChSt 3195 Abnormal Child Psychology**

This course will familiarize students with current perspectives on the nature, causes, assessment, treatment and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict. Prerequisite: Psych 100B.

Same as L33 Psych 3195

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L66 ChSt 321 Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Same as L33 Psych 321

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L66 ChSt 323 Children and War**

This course considers 20th-century representations of war in American children's literature. Our scope will stretch from the run-up to World War II in the 1930s through the current conflicts in Iraq and Afghanistan. This period produced texts that debated not only the role of war in childhood development but also the role of the child in war's development. Genres will include picture and comic books, career and adventure fiction, science fiction, and childhood memoir.

Credit 3 units.

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**L66 ChSt 325 Psychology of Adolescence**

A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite: Psych 100B.

Same as L33 Psych 325

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L66 ChSt 3254 African Americans and Children's Literature**

This course explores two distinct themes: how African-descended people have been depicted in American and British children's literature, and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African-American childhood been constructed in children's literature, and how have African-American writers constructed childhood in children's literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like *The Brownies' Book*, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others.

Same as L90 AFAS 3254

Credit 3 units. A&S: TH, SD Art: HUM BU: HUM EN: H

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**L66 ChSt 3270 Comics, Graphic Novels, and Sequential Art**

This course traces the evolution of comics in America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Same as L98 AMCS 3270

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L66 ChSt 330 Children and Censorship: What We Permit Children to Read and Why**

The books that raise the issue of censorship most intensely are those written for children, not adults. Today, when parents seem more concerned than ever about what their children are exposed to, what children should read has become a burning issue, but an issue that often divides communities rather than uniting them. What is appropriate for children to read? Has this changed over time? Who determines what is appropriate reading material? And how have the issues of gender and race affected these determinations? In this course we will read and discuss many controversial children's books and comics, starting with Mark Twain's *The Adventures of Huckleberry Finn* and Helen Bannerman's *Little Black Sambo*, and work our way through to such modern children's authors as Sherman Alexie, Judy Blume, Maurice Sendak, Walter Dean Myers, and J.K. Rowling as well as R. Crumb's controversial and sexually explicit underground comics.

Credit 3 units.

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**L66 ChSt 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children—both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children—an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND ONE DISCUSSION SECTION.

Same as L21 German 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L66 ChSt 334 A History of the Golden Age of Children's Literature**

A comprehensive survey of the major works for children written during this period.

Same as L14 E Lit 334

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L66 ChSt 336 The Cultural History of the American Teenager**

This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 50 years? We will begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings will include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Credit 3 units.

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**L66 ChSt 337 Play and Development**

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We will also examine the uses of play in educational contexts, focusing

on preschool and the early primary grades. Prerequisite: Psych 321 (Developmental Psychology) or Educ 304 (Educational Psychology).

Same as L12 Educ 337

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L66 ChSt 341 Children and Childhood in World Religions**

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L66 ChSt 342 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L66 ChSt 3525 A History of the Boy's Book**

Same as L14 E Lit 3525

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L66 ChSt 3620 Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Same as L48 Anthro 3620

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSP Art: SSC BU: BA EN: S

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**L66 ChSt 381 Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L66 ChSt 385 Narratives of Childhood**

Topics in Comparative Literature. Subject matter will vary from semester to semester.

Credit 3 units. EN: H

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**L66 ChSt 400 Independent Work in Children's Studies**

This course provides credit for children's studies minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.

Credit variable, maximum 3 units.

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**L66 ChSt 401 Writing for Children and Young Adults**

In this course we will examine various genres of writing for young people: poetry, fiction and nonfiction.

Same as L13 Writing 401

Credit 3 units. A&S: LA

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**L66 ChSt 4036 Children of Immigrants: Identity and Acculturation**

This seminar examines two subgroups: child immigrants and the native-born children of immigrants. It interrogates cultural/ethnic identity, cultural adaptation, bilingualism and biculturalism, and challenges and achievements of this young generation through ethnography, literature, and sociological accounts. We aim to scrutinize the studies of the "1.5" generation and the second generation, and theories such as "segmented assimilation," across a wide range of ethnic groups, from people of East Asian origins to those with Latin American ancestries, by mainly focusing on their experiences in the United States.

Same as L97 IAS 4036

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L66 ChSt 4046 Developmental Neuropsychology**

Development of the brain and associated changes in cognitive abilities will be discussed, with an emphasis on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Discussion will focus on early development and disorders affecting the brain such as cerebral palsy, sickle cell disease, and autism. Prerequisites: Psych 321, Psych 360, Psych 3604, or Psych 3401.

Same as L33 Psych 4046

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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**L66 ChSt 407 Topics in Youth Studies: Media Arts and Culture**

This course is designed as a special topics on youth studies. The focus examines youth as a cultural group in the U.S. and global context. It takes an interdisciplinary approach to explore youth, media arts, and culture and draws on education, sociology, cultural studies and literature. Such topics as youth development, youth engagement, and youth empowerment provide entry points for understanding youth as learners, consumers, producers, and active members of society. Central to the course are youth's very own textual productions, including but are not limited to poems, performances, visual art, short documentaries, music videos, web blogs and podcasts, among others. Readings, discussions and other activities will culminate in an inquiry-based multimedia project about youth or a specific youth group/organization.

Credit 3 units.

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**L66 ChSt 4280 History of Urban Schooling in the United States**

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general, and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.

Same as L12 Educ 4280

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L66 ChSt 4289 Neighborhoods, Schools, and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci.

Same as L12 Educ 4289

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L66 ChSt 453B Sociology of Education**

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the

purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Same as L12 Educ 453B

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA, ETH

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#### L66 ChSt 4591 The Development of Social Cognition

This course will explore what is known about the development of social cognition. Our starting point will be infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners, and learning from those around us. We will consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we will cover one topic and a related set of readings. Class meetings will be devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion, and will give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or 321 or 360.

Same as L33 Psych 4591

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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#### L66 ChSt 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.

Same as L12 Educ 4608

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM EN: H

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#### L66 ChSt 461B The Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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#### L66 ChSt 471 Topics in Japanese Culture: Reminiscences of Childhood and Youth

A topics course on Japanese culture; topics vary by semester. Same as L03 East Asia 471

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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#### L66 ChSt 499 Senior Seminar in Children's Studies

The children's studies minor brings together a range of disciplinary and methodological approaches to the study of children and childhood. In this 1-credit seminar, meeting for five three-hour evening sessions, junior and senior children's studies minors will discuss a series of interdisciplinary readings about the past and future of children's studies as a field, reflect on their own pasts and futures in the children's studies minor, and create and present portfolios of their minor experience. This course is a capstone experience for the minor in children's studies. Prerequisite: junior or senior standing and a minor in children's studies.

Credit 1 unit. A&S IQ: HUM EN: H

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## Chinese

The Department of East Asian Languages and Cultures (EALC) offers a major and a minor in Chinese language and culture.

As a major in Chinese, a student can expect to gain some proficiency in the language and acquire a foundation in Chinese literature, history and culture from earliest times to the present.

All students majoring in Chinese must complete first- and second-level Chinese or its equivalent. They also must complete a prerequisite 200-level Civilization course and the two-semester literature survey, as well as additional advanced-level courses (300- and 400-level). In addition, all prime majors must complete the required EALC Capstone Experience.

The department strongly encourages overseas study of Chinese language and culture. All majors and minors are expected to maintain at least a B- average in all departmental courses.

**Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first year of instruction. Students who test into second-year Chinese and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the Chinese language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

**Phone:** 314-935-4448

**Email:** ealc@wustl.edu

**Website:** http://ealc.wustl.edu

## Faculty

For a list of affiliated faculty, please visit the Department of East Asian Languages and Cultures faculty (p. 363) page.

## Majors

### The Major in Chinese Language and Culture

**Units required:** 24 upper-level (300-level or above) units

**Prerequisites:**

1. First- and second-level Modern Chinese or the equivalent
2. Chinese 227C Chinese Civilization

**Requirements:**

24 advanced (300-level) and above units to include:

1. Chinese 341 Early and Imperial Chinese Literature
2. Chinese 342 Literature of Modern and Contemporary China
3. 400-level Capstone course (prime majors)
  - Chinese prime majors may satisfy their capstone requirement in one of two ways, both of which require a presentation at the EALC Senior Symposium in the spring.
    - a) Successful completion of a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 GPA. The thesis is researched and written over two semesters, for a total of 6 units, which are *in addition* to the 24 upper-level units required for the major.
    - b) Successful completion of an approved 400-level seminar course, to be taken in the senior year. (This course may be *included* among the 24 advanced units for the major.)

### Additional Information

1. With adviser approval, students may include one course in a related area offered outside the department among the 24 advanced units. (For example, a student with focus on China/Chinese may take one course in Film and Media Studies or Art History that focuses on China.) With adviser approval, students may count one course from another area within the department among the 24 advanced units. (For example, a student with focus on China/Chinese may take one course in either Korean or Japanese.)
2. Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all required courses for the major. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

3. Courses for the major may not be taken Credit/No Credit.
4. Core courses (Chinese 227C, 341, 342) should be taken in residence.
5. No more than 6 units of transfer or study abroad non-language courses may be applied to the major.
6. No more than 3 units of Independent Study may be counted toward the required upper-level 24 units.
7. EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

## Minors

### The Minor in Chinese Language and Culture

**Units required:** 18 units

**Requirements:**

- Two semesters of Chinese language
- At least 9 units must be 300-level or above
- And the following three courses:

| Code         | Title                                       | Units |
|--------------|---|-------|
| Chinese 227C | Chinese Civilization                        | 3     |
| Chinese 341  | Early and Imperial Chinese Literature       | 3     |
| Chinese 342  | Literature of Modern and Contemporary China | 3     |

### Additional Information

- Students must earn at least a B- in their language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course(s) in question or successfully complete an approved equivalent course or courses (either during the summer or in a study abroad program).
- Courses for the minor may not be taken Credit/No Credit.
- Core courses (Chinese 227C, 341, 342) should be taken in residence.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.

## Courses

Visit online course listings to view semester offerings for L04 Chinese (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L04&crslvl=1:4>).

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#### L04 Chinese 101D First-Level Modern Chinese I

Introduction to the modern spoken and written national language of China. Five regular hours and additional drill or laboratory sessions as assigned by instructor. Students with some previous Chinese language background must take placement examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 102D First-Level Modern Chinese II**

Continuation of 101D. Prerequisite: grade of B- or better in 101D, or placement by examination. Five regular hours and additional drill or laboratory sessions as assigned by instructor.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 106 Beginning Chinese for Heritage Speakers I**

This course is designed for students who have basic speaking and listening skills and some background in writing or reading.

Three class hours plus one additional hour are required.

Prerequisite: placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 107 Beginning Chinese for Heritage Speakers II**

Continuation of 106. Emphasis on improving basic reading and writing skills. Three class hours plus one additional hour are required. Prerequisite: grade of B- or better in Chinese 106 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L04 Chinese 126 Chinese for Medical Purposes**

This course is the continuation of Beginning Chinese taught in the fall at the Shanghai Fudan program. The spring course is targeted specifically to pre-medicine and/ or health care students who have studied at the Shanghai Fudan program in the fall. Students without the Fudan experience can also enroll after language evaluation. Prerequisites: L04 101D, L04 117F or the equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 130 Basic Chinese I**

Basic Chinese I is the first half of the beginning-level Chinese and is designed to meet the practical needs of students who are interested in learning Chinese but do not have time for a full-load study. This course is scheduled to move at half the pace of regular Chinese 101. Students will learn slowly but surely the same basic knowledge of Mandarin phonetics, standard grammar, and 300 to 350 vocabulary items. This basic course emphasizes listening comprehension and conversational skills through aural-oral practices. The reading and writing of basic Chinese are strongly encouraged as secondary skills. After completing the spring course I, followed by the fall course II, interested students can then go on to regular Chinese 102.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

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**L04 Chinese 131 Basic Chinese II**

This is the continuation of Basic Chinese I (L04 130). It is designed to meet the practical needs of students who are interested in learning Chinese but do not have time for a full-load study. This course will move at half the pace of Chinese 101D and will present the second half of the 101D curriculum. Students will learn basic knowledge of Mandarin phonetics, standard grammar, and approximately 350 new lexical items. This course emphasizes listening comprehension and conversational skills through aural-oral practice, with reading and writing Chinese as complementary skills. After completing this course, students can continue with Chinese 102D. Prerequisite: Grade of B- or better in 130, or placement by examination.

Credit 3 units. A&S IQ: LCD EN: H

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**L04 Chinese 206 Intermediate Chinese for Heritage**

**Speakers I**

Designed for students who have either completed Chinese 107 or who have basic speaking and listening skills and mastery of at least 300 written characters. Three class hours plus one additional drill hour. Prerequisite: grade of B- or better in Chinese 107, or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 207 Intermediate Chinese for Heritage**

**Speakers II**

Designed for students who have either completed Chinese 206 or who have basic speaking and listening skills and mastery of at least 800 written characters. Four class hours a week. Prerequisite: grade of B- or better in Chinese 206, or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L04 Chinese 211 Second-Level Modern Chinese I**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 102D or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 212 Second-Level Modern Chinese II**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 211 or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L04 Chinese 227C Chinese Civilization**

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Our readings include literary, philosophical and historical documents as well as cultural histories. Regular short writing assignments; take-home final. No prerequisites.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

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**L04 Chinese 260 Love and Murder in 17th-Century China**

In this course we will read tales of sex and murder, of love and redemption, of ghosts and monsters, and of life and death. As such, it is a vivid depiction of life and society in all its ugliness and beauty during the last decades of the Ming dynasty. These tales are largely drawn from an English translation of the 17th-century collection of short, vernacular fiction known as *Gujin xiaoshuo* (Stories Old and New) as well as selections from subsequent collections. The course is discussion based, with periodic short writing assignments. Previous experience with Chinese literature and history is useful but not required. Topics of discussion will be wide-ranging but will include late Ming education, the literary representation of sex and gender, and the generic conventions of short vernacular fiction in the 17th century. Students new to Chinese literature are very welcome. Taught in English.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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#### L04 Chinese 303 The Taoist Tradition

This course offers an introduction to the history, practices and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the second century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Same as L23 Re St 303

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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#### L04 Chinese 3055 Contemporary Chinese Culture and Society

This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Same as L48 Anthro 3055

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

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#### L04 Chinese 306 Advanced Chinese for Heritage Speakers I

This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) with grade B- or better to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking and writing.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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#### L04 Chinese 307 Advanced Chinese for Heritage Speakers II

Continuation of Chinese 306.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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#### L04 Chinese 3091 Confucian Thought

This course is designed to introduce students to the history and teachings of one of the world's major religious traditions: Confucianism. We will examine how Confucianism developed in ancient China and afterwards spread throughout East Asia and beyond. In particular, we will pay attention to the issue of ritual and how Confucians attempted to ritualize social

interactions and the world at large. In order to do so, we will engage in the writings of Confucius, Mengzi, and Xunzi, three early Chinese writers whose basic ideas about ritual heavily informed myriad cultural practices that are formative for large portions of East Asia today. Hence, this course on ancient thinkers not only introduces thoughts and practices prevalent throughout premodern China, Japan and Korea. It also functions as a catalyst that helps us understand some of the reasons and motivations behind these communities' recent efforts to renegotiate and question "the colonialist flavor" of human rights and democracy.

Same as L23 Re St 3091

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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#### L04 Chinese 3162 Early Modern China

This course examines political, socioeconomic and intellectual-cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility and questioning of received cultural values.

Same as L22 History 3162

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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#### L04 Chinese 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L03 East Asia 3163

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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#### L04 Chinese 316C Modern China: 1890s to the Present

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Same as L22 History 316C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS

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#### L04 Chinese 3263 Topics in East Asian Studies

A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H

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**L04 Chinese 330 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L04 Chinese 3310 19th-Century China: Violence and Transformation**

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism, and from within, in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we explore the ways in which the origins of the dynamic society and economy found in China today, as well as the worldwide influence of overseas Chinese, can be traced to this century of turmoil.

Same as L22 History 331

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM,  
HUM Art: HUM, HUM BU: IS

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**L04 Chinese 3352 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L03 East Asia 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L04 Chinese 341 Early and Imperial Chinese Literature**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual and historical contexts; most class time is devoted to student discussions of masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings available in English translation.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art:  
HUM BU: HUM EN: H

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**L04 Chinese 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

This course examines Chinese art and material culture from the prehistoric period through the end of the medieval Tang dynasty, when the Chinese capital boasted a cosmopolitan population of more than one million people. Topics covered include Neolithic ceramics and jades, the bronzecasting tradition, funerary art and architecture, the Terracotta Army, the origins of Chinese brush arts, Buddhist painting and sculpture, and the varied exotica of the Silk Road. Each class teaches recent works together with the ancient to demonstrate how the origins of Chinese art and architecture continue to influence contemporary works. Prerequisites: Intro to Asian Art (L01 111) or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH,  
HUM BU: IS EN: H

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**L04 Chinese 342 Modern and Contemporary Chinese Literature**

An introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. We look at these works in their relevant literary, sociopolitical and cultural contexts (including Western influences). Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings in English translation.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art:  
HUM BU: ETH

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**L04 Chinese 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. Engaging with the theoretical issues in art history, we also pay particular attention to questions of gender, social identity, cultural politics and government control of art. No prerequisites.

Same as L01 Art-Arch 3425

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH  
BU: IS EN: H

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**L04 Chinese 3442 History of Chinese Painting**

Tracing the unbroken history of Chinese painting from the first through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH  
EN: H

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**L04 Chinese 3582 Chinese Screen Romance**

Romance is a popular theme in cinema. Since the early silent "Laborer's Love," Chinese filmmakers have created love stories on the silver screen through a variety of film genres, styles, and cultural perspectives. The "romantic" film lens not only follows popular narratives in general but also intervenes modern

Chinese culture in significant historical moments. This course surveys the history of Chinese-language cinema through the diverse representation of romantic film plots from the 1920s to the contemporary. During the semester, we will explore the romantic trope in early cinema, leftist cinema of the Republican era, postwar musicals, popular genres in the 1970s and 1980s, new wave cinema in Taiwan, Hong Kong, and the PRC, cinema dealt with historical legacies, and some transnationally coproduced films. By visiting a rich history of screen romance, we will learn how love, sexuality and emotion in Chinese cinema represent individual aesthetics and aspiring cultural critiques. All lectures and assignments will be in English. Film materials will be provided with English subtitles.

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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**L04 Chinese 360 Third-Level Modern Chinese I**

Emphasis on improving speaking, listening, reading and writing skills. Texts include Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: grade of B- or better in Chinese 212 or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 361 Third-Level Modern Chinese II**

Continuation of advanced work in reading Chinese newspapers and modern literary texts. Open to undergraduates only.

Prerequisite: grade of B- or better in Chinese 360 or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L04 Chinese 3702 The Dream of the Red Chamber**

Considered by many to be the pinnacle of Chinese vernacular fiction, the sprawling novel *The Dream of the Red Chamber* (Honglou meng) follows the fortunes of a peculiar young man, Jia Baoyu, as his once elite family crumbles around him. This beloved novel, published in 1791 and known also as *The Story of the Stone*, has had an outsized impact on Chinese culture for well over two centuries, inspiring TV and movie adaptations, and even amusement parks. The course is largely discussion based, with periodic short writing assignments. Topics of discussion will be wide-ranging but will include Qing dynasty society, the literary representation of sex and gender, the distinction between fiction and nonfiction, and the generic conventions of the late imperial vernacular novel. Previous experience with Chinese literature and history is recommended but not required. Taught in English.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L04 Chinese 3750 Revolution and the Modern Nation in Chinese Literature and Culture**

This course is an introduction to modern China through literature, critical thought, and analysis during the first half of the 20th century. In this semester we read the important examples of fiction, essays and criticism, against their historical and cultural background. Beginning with reform-minded Confucian scholars around the turn of the century, modern Chinese literature and culture has had an overriding concern with the fate of China itself. As a result, close readings of literature, popular culture, and criticism from the late Qing Dynasty to the Cultural Revolution give us insight into many of the fundamental issues facing the Chinese people through decades of revolution, foreign invasion, civil war and modernization. During the first half of the century, Chinese literature and culture saw the great achievements of canonical modern writers, such as Lu Xun, Shen Congwen, and Ding Ling. After the founding of the People's Republic of China in 1949, a singular revolutionary

culture ensued, in which literature and the arts were put in the service of political consciousness-molding and Cultural Revolution. During this time, an alternative Chinese literary culture developed in Taiwan, resulting in work that featured various strains of modernism and its resistance. All readings are in English.

Credit 3 units. A&S IQ: LCD EN: H

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**L04 Chinese 376 Topics in Comparative Literature**

Same as L16 Comp Lit 375

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L04 Chinese 399 Undergraduate Independent Study**

Prerequisite: permission of instructor and section head.

Credit variable, maximum 6 units.

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**L04 Chinese 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films and material artifacts, we investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy or political science) required. Enrollment by instructor approval only.

Same as L48 Anthro 4011

Credit 3 units. A&S: SS, CD, WI A&S IQ: LCD, SSC Art: SSC EN: S

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**L04 Chinese 403 Topics in East Asian Religion and Thought**

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L04 Chinese 410 Introduction to Traditional Literary Chinese I**

Selected readings in premodern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 427 or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: HUM, IS EN: H

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**L04 Chinese 411 Introduction to Literary Chinese II**

Selected readings in premodern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 410 or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM

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**L04 Chinese 414 Readings in Classical Chinese Philosophy**

In this course we study Chinese philosophical texts from the classical period (ca. sixth through third centuries BCE). We

read selections from the Analects, the Mengzi, the Xunzi, the Zhuangzi, the Daodejing, and the Hanfeizi, in addition to commentaries on these primary texts. The readings are in classical Chinese with occasional supplemental readings in English and modern Chinese. The aim of the course is to familiarize students with the language and grammar of Chinese philosophical texts, introduce students to the tradition of scholarly commentary, and explore a set of influential Chinese texts in the original language. Prerequisite: Chinese 411 or instructor's permission.

Credit 3 units. A&S: TH, CD EN: H

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**L04 Chinese 418 Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling. Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L04 Chinese 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions**

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the 16th century depicted the interactions of the living and the dead. Despite the distinct genres, time periods and topics, one important aspect will regularly appear: Apparently people perceived the boundaries between the living and the dead to be quite porous in premodern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends and government officials.

Same as L23 Re St 419

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L04 Chinese 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of

revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Prerequisites: Advanced undergraduate students must have taken no fewer than two China-related courses at the 300 level or higher. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Same as L03 East Asia 4242

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L04 Chinese 427 Fourth-Level Modern Chinese I**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Prerequisite: grade of B- or better in Chinese 361 or 421, or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS

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**L04 Chinese 428 Fourth-Level Modern Chinese II**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 427 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L04 Chinese 4290 Madness in Modern Chinese Literature and Visual Culture**

Madness is an important theme in literature and visual culture. Since Lu Xun's "The Diary of a Madman," modern Chinese writers and artists in the 20th century have created a diversity of mad characters, narratives, and worlds in their works. Madness in these works might be a means of social critique, a negotiation with the traumatic past, an experiment in the styles of storytelling, or some other alternatives that disrupt the normal orders. Through a close reading of selected cultural texts from China and transnational Chinese communities, this course surveys the representations of madness in modern Chinese literature, cinema and visual arts. All lectures, discussions and assignments will be in English. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L04 Chinese 4489 The Three Emperors: Redefining Chinese Art in the Golden Age**

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long 18th century. Prerequisites: Intro to Asian Art (L01 111); or one

300-level course in Asian Art History, History or Literature; or permission of instructor.

Same as L01 Art-Arch 4489

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L04 Chinese 449 Topics in Comparative Literature**

Same as L16 Comp Lit 449

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L04 Chinese 4510 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. Prerequisites: This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Advanced undergraduate students must have taken at least one China-related course at the 300-level or higher.

Same as L03 East Asia 4510

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM EN: H

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**L04 Chinese 460 Fifth-Level Modern Chinese I**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is composed of a variety of authentic texts, including newspapers, short stories and essays. This course is conducted entirely in Chinese. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 461 Fifth-Level Modern Chinese II**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is composed of a variety of authentic texts, including newspapers, short stories and essays. This course is conducted entirely in Chinese. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L04 Chinese 4631 Business Chinese I**

In the present globalization, China has been fertile ground for foreign joint business ventures, and this course focusing specifically on business Chinese attests to that fact. This course

aims at teaching Chinese business communication using a series of case studies to involve and challenge the students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts, from resolving contract disputes, to developing a business strategy, to establishing a franchise overseas. The course is designed to simulate real business environments where students interact with Chinese businesspeople in business settings and are motivated to achieve business goals. Prerequisite: grade of B- or better in Chinese 428 or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L04 Chinese 4632 Business Chinese II**

Continuation of Business Chinese 4631. This course uses a series of case studies to involve and challenge students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts.

Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L04 Chinese 467 The Chinese Theater**

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan and Hong Kong. Background in either China studies or theater in other cultures recommended.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L04 Chinese 470 Readings in Chinese Literature**

Selected literary masterpieces in Chinese, including examples of poetry and prose. All readings and discussion in Chinese. Open to both graduate and undergraduate students. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH Art: HUM

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**L04 Chinese 4711 Topics in Religious Studies: Gender and Religion in China**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L04 Chinese 476 Reading Seminar in Chinese Traditional Fiction**

Extensive readings in major critical works in Chinese and English concerning fiction of imperial China, with emphasis on vernacular fiction of the Ming and Qing periods. Weekly discussions and short reading reports. Knowledge of Chinese language and literature normally required, but arrangements can be made for graduate students in such programs as East Asian Studies and Comparative Literature.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L04 Chinese 477 Reading Seminar in Chinese Traditional Poetry**

A seminar on Chinese traditional poetry with varying topics. Prerequisite: instructor's permission.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L04 Chinese 479 Reading Seminar in Modern Chinese Literature**

A seminar on modern Chinese literature with varying topics. Prerequisite: instructor's permission.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM

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**L04 Chinese 480 Reading Seminar in Chinese Popular Literature and Culture**

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: instructor's permission.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L04 Chinese 481 Reading Seminar in Religion and Chinese Literature**

A seminar on religion and Chinese literature with varying topics. Prerequisite: instructor's permission.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L04 Chinese 482 Reading Seminar in Gender and Chinese Literature**

A seminar on gender and Chinese literature with varying topics. Prerequisite: Chinese 341 or instructor's permission.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L04 Chinese 486 Independent Work for Senior Honors**

This course is taken in the fall semester. Prerequisites: senior standing, eligibility for honors and permission of the department. Credit 3 units.

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**L04 Chinese 487 Independent Work for Senior Honors**

This course is taken in the spring semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

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**L04 Chinese 489 Topics in Modern Chinese Literature**

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L04 Chinese 4891 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester. Prerequisite: instructor's permission.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: HUM EN: S

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**L04 Chinese 490 Topics in Chinese Literature and History**

A topics course on Chinese literature and history; topics vary by semester. Prerequisite: permission of the department.

Credit variable, maximum 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L04 Chinese 498 Guided Readings in Chinese**

Prerequisites: graduate standing and permission of the instructor and the graduate adviser. Course normally taken after successful completion of Chinese 428. May be repeated once for credit.

Credit variable, maximum 3 units. A&S: LA

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## Classics

Classics is the study of all aspects of the rich cultures handed down by the ancient Greeks and Romans: their language, history, literature, thought and material culture, as well as their important influence on later societies, including our own. The Department of Classics offers two options for students interested in studying Greek and Roman antiquity: the classics major and the ancient studies major. The major in classics focuses on study of the Latin and/or ancient Greek languages. The major in ancient studies is for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages. Resources on campus supporting the study of classics include a substantial library collection of materials related to the ancient world, collections of Greek papyri and art, and the Wulfling Coin Collection, one of the largest collections of ancient coins owned by an American university.

**Contact:** Cathy Marler  
**Phone:** 314-935-5123  
**Email:** [classics@wustl.edu](mailto:classics@wustl.edu)  
**Website:** <http://classics.artsci.wustl.edu>

## Faculty

### Endowed Professor

**Timothy Moore** (<https://classics.artsci.wustl.edu/moore>)

John and Penelope Biggs Distinguished Professor of Classics; Department Chair

PhD, University of North Carolina

Professor Moore's work concentrates on several areas of classical antiquity, including the comic theatre of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a book on music in ancient theater, articles on the history and performance of Roman comedy, and work on Greek tragedy in the modern world. He also has interests in the history of theatre, especially American musical theatre and Japanese Kyogen comedy.

## Professor and Chair

**Catherine Keane** (<https://classics.artsci.wustl.edu/keane>)

Director of Graduate Studies

PhD, University of Pennsylvania

Professor Keane's interests range broadly over Greek and Roman literature and culture, but her research centers on the comic genres and their engagement with moral, social, and literary problems, particularly the Roman verse satirists Lucilius, Horace, Persius, and Juvenal and the epigrammatist Martial.

## Associate Professors

**William Bubelis** (<https://classics.artsci.wustl.edu/bubelis>)

Director of Undergraduate Studies; Curator of the Wulfing Coin Collection

PhD, University of Chicago

Professor Bubelis' research in Greek history focuses on the intersection of economy, religion, and public institutions. His work utilizes the evidence of inscriptions (epigraphy), coins (numismatics), and other material remains alongside the literary texts of ancient historians, poets, orators, and the like. While most of his scholarship has engaged with classical Athens, Bubelis avidly explores the societies of the eastern Mediterranean across antiquity, including Iron Age Cyprus and the Achaemenid Persian Empire to Hellenistic Egypt. He is currently working on several projects, including a multi-year project investigating and mapping how various Greek coinages circulated in the northern Aegean.

**Zoe Stamatopoulou** (<http://classics.artsci.wustl.edu/zoe-stamatopoulou>)

PhD, University of Virginia

Professor Stamatopoulou's research and teaching encompass several aspects of ancient Greek literature and culture, but her work focuses primarily on archaic and classical poetry (Homer, Hesiod, lyric poetry, drama). She is also interested in the symposium, in ancient biographies of poets, and in the reception of archaic Greece in Imperial Greek literature (esp. Plutarch).

## Assistant Professors

**Karen Acton** (<https://classics.artsci.wustl.edu/karen-acton>)

PhD, University of Michigan

Professor Acton's research focuses on the history of Rome, especially in the late Republic and early Empire, Roman historiography, and Roman numismatics.

**Thomas Keeline** (<https://classics.artsci.wustl.edu/tom-keeline>)

PhD, Harvard University

Professor Keeline works primarily on Latin literature, the history of classical scholarship and education from antiquity to the present, rhetoric, textual criticism, lexicography and metrics.

**Luis Alejandro Salas** (<https://classics.artsci.wustl.edu/luis-salas>)

PhD, University of Texas

Professor Salas specializes in Greek and Roman medicine, philosophy, and intellectual history. He is also interested in Aristotelian psychology. His research focuses on medical and philosophical sectarianism, especially in the work of Galen of Pergamum.

## Lecturers

**Kristin Mann** (<http://classics.artsci.wustl.edu/kristin-mann>)

PhD, University of California, Los Angeles

Professor Mann's main research interests are the Greek and Latin fable collections, the literature and culture of the early Roman Empire, and the ancient Greek novel. Her dissertation, *The Fabulist in the Fable Book*, examines how the presence of the fabulist in the fable book — his biography, his self-characterizations, and his statements of purpose — combine to form a hermeneutic frame through which the fables may be interpreted.

**Kathryn Wilson** (<http://classics.artsci.wustl.edu/kathryn-wilson>)

PhD, University of Pennsylvania

Professor Wilson's research interests focus on the intersection of poetry and science. She is especially interested in Hellenistic literature, and the relationship between different intellectual enterprises occurring during that time. She is also interested in the evolution of the genre of didactic poetry.

## Professors Emeriti

**Carl W. Conrad** (<http://classics.artsci.wustl.edu/conrad>)

PhD, Harvard University

**Robert D. Lambertson** (<http://classics.artsci.wustl.edu/lamberton>)

PhD, Yale University

**George M. Pepe** (<http://classics.artsci.wustl.edu/pepe>)

PhD, Princeton University

**Susan I. Rotroff** (<http://classics.artsci.wustl.edu/rotroff>)

Jarvis Thurston & Mona Van Duyn Professor Emerita  
PhD, Princeton University

## Majors

### The Major in Classics

**Total units required:** 24

**Required courses:**

A minimum of 24 credits, with at least 18 credits in advanced courses. The specific program will be determined by the student and the adviser, according to the student's interests. Courses may be chosen from among Greek, Latin and Classics offerings, but all majors **must** include in their programs a minimum of 12 advanced credits in Greek or Latin, **at least 6 of them at the 400 level**. Those who are able to enter the program at the

advanced level because of previous language study will normally take 15 or more advanced credits in language. Competence in both ancient languages, though strongly encouraged and necessary for those planning to go on to graduate study in classics, is not required. Majors, especially those planning graduate work, should enter the Honors Program if time permits.

Please consult the sections below regarding the required capstone experience and additional information.

## The Major in Ancient Studies

**Total units required:** 24

### Required courses:

24 units drawn from courses in the Department of Classics and those in related departments. Of these, 18 units must be at the advanced level, including 6 units at the 400 level. Greek 102D and Latin 102D and above may be substituted for a 200-level course in translation. In this major, students are encouraged to develop a certain depth in one special field of interest (e.g., literature, art, history or philosophy). Therefore, at least 9 of the 18 advanced units of the major should be taken in one such specific area.

Please consult the sections below regarding the required capstone experience and additional information.

### Required Capstone Experience

All classics and ancient studies majors are required to have a capstone experience of some kind: an experience in which they can pull together everything that they have learned in their Classics courses. Except in unusual cases, the capstone experience should occur during the students' senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper).
- A one-semester research project.
- A Classics study abroad experience.
- Special work within a 400-level seminar.

Students should consult with their adviser to see what kind of capstone experience will work best for them.

### Additional Information

Certain courses in related departments may be used in partial fulfillment of the requirements for a major in classics or ancient studies, including:

| Code         | Title                     | Units |
|--------------|---------------------------|-------|
| Art-Arch 331 | Greek Art and Archaeology | 3     |
| Art-Arch 334 | Roman Art and Archaeology | 3     |
| Phil 451     | Plato                     | 3     |
| Phil 452     | Aristotle                 | 3     |

**Study Abroad:** Study abroad for a semester in Rome or Athens is an option many classics majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium, and many majors attend the one-semester ICCS program in Rome. Students interested in studying at the Intercollegiate Center in Rome should consult Professor Tim Moore (<http://classics.artsci.wustl.edu/moore>). Many classics students also study for one semester through the College Year in Athens (CYA) program. Students interested in this program should consult Professor William Bubelis (<http://classics.artsci.wustl.edu/bubelis>).

**Senior Honors:** Students who are planning to pursue graduate work should enter the honors program. To apply, a student must have junior standing, an average of A- or better in courses numbered 300 or above in Greek and/or Latin (for classics majors) or in Classics (for ancient studies majors), an overall GPA of 3.65 or above, and permission of the chair. A formal application should be submitted in May of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning in the fall semester of the senior year. A final draft is submitted to the director no later than February 1, a final copy to the full thesis committee before March break. Credit of 6 units is awarded upon presentation of an acceptable thesis. These will be in addition to the 24 credits of the major; those who complete senior honors will therefore graduate with a total of 30 credits in the major.

## Minors

### The Minor in Classics

**Units required:** 15

#### Required courses:

| Code                       | Title  | Units |
|----------------------------|--|-------|
| Greek 317C<br>& Greek 318C | Introduction to Greek Literature<br>and Introduction to Greek Literature                     | 6     |
| or                         |  |       |
| Latin 3171<br>& Latin 3181 | Survey of Latin Literature: The<br>Republic<br>and Survey of Latin Literature: The<br>Empire | 6     |

#### Elective courses:

Three other adviser-approved courses (9 units) in Greek, Latin or Classics. These must include at least one Greek or Latin course at the 300 or 400 level. No more than one course may be at the 200 level, and Classics 225D may not be counted.

### The Minor in Ancient Studies

**Units required:** 15

#### Required courses:

At least two of the following:

| Code          | Title                                | Units |
|---------------|--------------------------------------|-------|
| Classics 341C | Ancient History: The Roman Republic  | 3     |
| Classics 342C | Ancient History: The Roman Empire    | 3     |
| Classics 345C | Greek History: The Dawn of Democracy | 3     |
| Classics 346C | Greek History: The Age of Alexander  | 3     |

#### Elective courses:

Students need three other courses in the culture of Greece and Rome, the selection to be mutually agreeable to the department adviser and to the student. No more than two courses may be at the 200 level. Classics 225D may not be counted.

## Courses

### Classics

Visit online course listings to view semester offerings for L08 Classics (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L08&crslvl=1:4>).

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#### L08 Classics 1135 Freshman Seminar: The World of Cleopatra

Cleopatra, the last queen of ancient Egypt, captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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#### L08 Classics 1137 Freshman Seminar: Wining and Dining in the Classical World

The focus of this course is food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures also are briefly examined. Sources include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies are conducted in class to augment the learning experience of students.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L08 Classics 114 Freshman Seminar: Eros through the Ages: Love and Lust in the Greco-Roman World

From a cosmic god of love to a complex emotion, eros is a seminal concept shaping a range of mythological, literary and artistic works of antiquity. Sappho described eros as "sweet-bitter," neatly capturing its paradoxical position at the intersection of pleasure and pain, love and hate. In this seminar, we unpack the varied ways eros played out across poetry, philosophy, politics and art in the ancient Greek and Roman world and how these ancient definitions of love still inform our own modern understanding of the term.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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#### L08 Classics 116 Freshman Seminar: Magicians and Witches in Greco-Roman Literature

This course examines the representation of "magicians" and "witches" in ancient Greek and Roman literature. The starting point is Apuleius' *Metamorphoses* (or *The Golden Ass* as St. Augustine dubbed it), written in the second century CE. This work of narrative prose collects several tales of witches, magical transformations and religious revelation. From there, we examine other tales of magicians and witches, paying particular attention to the role of gender in these representations and the conflict between magic and religion. The goal is to understand how these representations function within their particular society, what anxieties they reveal, and how they relate to the archaeological evidence we have for these practices.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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#### L08 Classics 1165 Freshman Seminar: Pompeii: Uncovering the Past

This course examines the Roman city of Pompeii from archaeological, art historical and literary perspectives. Topics include the city's public spaces and religious sanctuaries, its grand mansions and common houses, its political systems and leisure activities. Class discussions probe the problems inherent in the interpretation of a city captured in a moment of crisis, and how ancient literary tropes have affected our understanding of the archaeological remains. Students also investigate modern interpretations of the site in the form of novels, exhibitions and documentaries. Freshmen and sophomores only. No prerequisites.

Same as L01 Art-Arch 116

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L08 Classics 137 Freshman Seminar: The Emperor Nero: Prince, Monster, Artist

The destructive, scandal-ridden career of the Roman emperor Nero (mid-first century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself — especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the *Life of Nero* by Suetonius (second century CE), a dense and colorful text read first in its entirety and then more carefully

in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L08 Classics 176 Freshman Seminar: Aesop and His Fables: Comedy and Social Criticism**

*Aesop's Fables*, a collection of stories featuring talking animals, is still popular today, and it has its roots in ancient Greece. Many stories about Aesop were circulated in Greco-Roman antiquity, stories that could be complex, politically charged, and sometimes quite crude. In this course, we will read *The Life of Aesop*, a popular ancient novel about the fabulist's life and exploits. We will also consider how Aesop and his fables are treated in the larger tradition: in other fable collections, in comedy and philosophy, and in the visual tradition. As we will see, Aesop is a highly mutable figure: sometimes comic, sometimes serious, often critical of power imbalances and injustices, and always ready to mask what he really means behind a clever animal fable.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L08 Classics 180 Freshman Seminar: Sexuality in Early Christianity**

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Sexuality in Early Christianity; Miracles; and The Self in Chinese Thought.

Same as L23 Re St 180

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L08 Classics 2011 Classical to Renaissance Literature: Text and Tradition**

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: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L08 Classics 225D Latin and Greek in Current English**

An astonishingly large number of English words, especially in areas such as medicine, science and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes and suffixes that are most commonly found in English technical and nontechnical vocabulary and the linguistic principles through which these elements have entered the English language.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L08 Classics 228 Theater Culture Studies I: Antiquity to Medieval**

Required of the drama major. An examination of ancient, medieval, and Renaissance theater and performance. Close reading of dramatic texts written by such authors as Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Marlowe, Shakespeare, and Jonson, with attention also given to the collaborative theaters of the medieval period (the Corpus Christi play) and the Italian Renaissance. In tandem with the close study of dramatic literature, we study theater history (playing spaces, costumes, actors, etc.) and performance (ritual, performances of everyday life, etc.) from antiquity to the Renaissance.

Same as L15 Drama 228C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L08 Classics 235C The Greek Imagination**

An introduction to Greek culture with emphasis on Archaic and Classical ideas about man, the gods and the cosmos. Considerable attention also is given to the Athenian democracy, its institutions, festivals and arts. The course is designed to offer a broad and interdisciplinary view of the most memorable Greek achievements in literature, the visual arts, and social thought and practice.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L08 Classics 236C The Roman World**

An introduction to the society and culture of the ancient Roman Republic and Empire. The "Roman World" began as a small settlement by the Tiber River and became a huge and diverse empire extending into three continents, with a cultural legacy that has lasted to this day. The course will cover key events over a millennium of Roman political history, but much of our time will be given to study and analysis of Roman concepts of national identity, moral and political thought, social hierarchies and dynamics, family, religion and entertainment. To this end, we will examine a diverse combination of primary sources — literary, documentary and material.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L08 Classics 240 Not Members of This Club: Women and Slaves in the Greco-Roman World**

Both the Athenian Democracy and the Roman Senatorial Oligarchy were societies in which political power was the exclusive property of free, citizen males. With very few exceptions, the astounding accomplishments of those societies were also the creations of free, citizen males. This course examines the lives of two disparate but comparable groups of outsiders within Greek and Roman society. The status, rights and accomplishments of Athenian and Roman women are explored and placed in the context of other premodern societies. Likewise, the institution of slavery in Greece and Rome is explored and compared with other slave-holding societies, ancient and modern.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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**L08 Classics 251 Projecting the Past: Ancient Greece and Rome in Modern Film**

Since the earliest days of film, screenwriters and directors have mined the rich history of Ancient Greece and Rome to captivate

audiences with tales of heroes and slaves, soldiers and lovers. This course will examine such cinematic representations across a variety of American and European films from the 20th and 21st century. Drawing upon translated selections from ancient Greek and Roman authors, secondary readings and weekly screenings, students will reflect upon the ways in which film adaptations of antiquity both tell us much about Ancient Greece and Rome and reveal as much about our present as they do the past.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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### L08 Classics 300 Independent Study

Credit variable, maximum 3 units.

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### L08 Classics 3003 Writing Intensive in Ancient Studies

Study of selected topics in Classics. This is a Writing Intensive course.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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### L08 Classics 301C Greek Mythology

The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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### L08 Classics 3152 Sex and Gender in Greco-Roman Antiquity

Ideas about sex and gender have not remained stable over time. The ancient Greeks and Romans had their own ideas — ideas that strike us today as both deeply alien and strikingly familiar. This course will consider questions such as: What constituted "normal" sex for the Greeks and for the Romans? What sex acts did they consider to be problematic or illicit, and why? What traits did the Greeks and Romans associate with masculinity? With femininity? How did society treat those who did not quite fit into those categories? How did peoples of the ancient world respond to same-sex and other-sex relationships, and was there an ancient concept of "sexuality"? How did issues of class, ethnicity and age interact with and shape these concepts? How does an understanding of these issues change the way we think about sex and gender today? We will read an array of ancient texts in translation, consider various theoretical viewpoints, and move toward an understanding of what sex and gender meant in the ancient world.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: BA EN: H

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### L08 Classics 3231 Jews and Christians in the Premodern World

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper-division course, we will explore the ways in which the boundaries that early Christians

attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Jewish people, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of "orthodoxy" and "heresy," as well as the way in which Christians re-appropriated Jewish texts, rituals and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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### L08 Classics 3330 Greek and Roman Painting

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery and mosaic. We study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention is paid to the social, political and religious aspects of ancient Greco-Roman painting, and to questions of innovation in artistic practice. Special emphasis is placed on students' cultivation of the tools of art-historical analysis, and of the presentation of that analysis in written form. Readings appear in the course textbook or are supplied as PDFs; extracts of primary sources occasionally are distributed as photocopies in class.

Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215) or permission of instructor.

Same as L01 Art-Arch 3330

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH EN: H

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### L08 Classics 334 Roman Art and Archaeology

The art and archaeology of the Romans, with emphasis on the late Republic and the Imperial period. Major monuments of sculpture and architecture, as well as town planning, domestic architecture, and the minor arts are used as evidence for reconstructing ancient life.

Same as L01 Art-Arch 334

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM

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### L08 Classics 341C Ancient History: The Roman Republic

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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### L08 Classics 342C Ancient History: The Roman Empire

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state

in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM, SSC BU: HUM, IS EN: H

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**L08 Classics 345C Greek History: The Dawn of Democracy**

From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L08 Classics 346C Greek History: The Age of Alexander**

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic and military developments of this period, especially Alexander the Great's legacy.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L08 Classics 347C Ancient Philosophy**

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems are discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor.

Same as L30 Phil 347C

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L08 Classics 350 Greek Art and Archaeology**

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Same as L01 Art-Arch 331

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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**L08 Classics 3563 Ancient Sport and Spectacle**

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games — and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L08 Classics 3582 Ancient Rome in Film and Fiction**

Examines a group of novels starting with *The Last Days of Pompeii* (1834) and a group of films beginning with *The Sign of the Cross* (1936) to see how writers and filmmakers have conjured up an image of Roman excess and exoticism in line with their own artistic and cultural viewpoints. We read both popular successes such as *Ben-Hur* and "high art" such as *Marius the Epicurean* and see such commercial successes as *The Robe* and art house films such as Fellini's *Satyricon*.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L08 Classics 3676 Rhetoric: Ancient and Modern**

Rhetoric, or the art of persuasion, has played a prominent and controversial role in political and educational theory and practice. We survey rhetorical texts, ranging from Plato and Aristotle through Augustine and Edmund Burke, to Kenneth Burke and Jürgen Habermas.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L08 Classics 371 The Ancient Family**

Examination of the roles of the family in the ancient world through readings and discussions of primary sources (literature, legal texts, inscriptions, art) and recent scholarship. Topics include: demography; relationship between family and state; economic, social and religious roles of the family; roles of women, men, children and slaves; death and inheritance; marriage; children; family relationships; household space; comparisons with the modern family.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: BA EN: H

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**L08 Classics 375 Topics in Classics**

Study of one or more themes recurring in the traditions of Greek, Roman and European literature.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L08 Classics 3751 Topics in Classics: Pastoral Literature**

Same as L16 Comp Lit 375

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L08 Classics 375W Writing about the Ancient World**

Classics courses at the 300-level with enhanced requirements in writing may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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**L08 Classics 3801 Ancient Greek and Roman Medicine**

This course introduces the student to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. In the end, we will find ourselves in the Middle Ages. Our focus will be on Greco-Roman medicine: how disease was understood; how disease was treated surgically, pharmacologically, and through diet; the intellectual origins of Greek medicine; the related close relationship between Greco-Roman medicine and philosophy; and the social status of medical practitioners. We will also discuss how medicine was written and in what terms its practitioners conceived it.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS  
EN: H

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**L08 Classics 3821 Orthodoxy and Heresy in Early Christianity: Topics in Christian Thought**

The topic covered in this course varies. The topic for fall 2017 is Orthodoxy and Heresy in Early Christianity.

Same as L23 Re St 382

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH

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**L08 Classics 3831 Magicians, Healers and Holy Men**

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine and religion.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU:  
HUM EN: H

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**L08 Classics 386 Old Jokes: Laughter in the Greco-Roman World**

An exploration of the theory and practice of comedy in the Greco-Roman world. Readings include examples of iambic (mocking) poetry, comic theater, satiric verse and prose fiction, as well as philosophical discussions of the relationship of humor and laughter to human behavior and values. As comedy in all contexts engages and shapes cultural values just as much as "serious" literature does, its history and reception raise major social and aesthetic issues. Critical topics include: how ancient thinkers imagined comedy's historical "birth," how public comic performances may have encouraged either social cohesion or disruption, how communities defined "beneficial" and "offensive" humor, and how ancient elite writers and readers felt about the often lowbrow and obscene content of "classic" comic literature. Combination of lectures and discussions.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L08 Classics 389C The Ancient Novel**

Many modern readers are familiar with the mythological and dramatic literature of Greco-Roman antiquity, but fewer are aware that the same cultures developed a tradition of prose fiction concerned with romance, human psychology and sexuality, exotic travel and adventure, and religious experience. The European tradition of extended fictional narrative begins with the Greeks, and their novels, along with Apuleius' *Golden Ass* and Petronius' *Satyricon*, had a formative influence on later narrative traditions. Students read and analyze all the surviving examples of the Greco-Roman novel, including some fragmentary works, with the goal of throwing light on the history and conventions of the genre, its appeal and its influence.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L08 Classics 392E Greek and Roman Drama**

Survey of the tragic and comic dramas produced in Ancient Greece and Rome. Study of the plays' religious and civic performance contexts, responses of the ancient audiences, and literary interpretations.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L08 Classics 393 The Tragic Muse**

Intensive study of the major tragic playwrights of Ancient Greece (Aeschylus, Sophocles and Euripides) and some of their imitators and critics in the western tradition. We consider tragedy's origins, its literary elements and theory, its performance and religious contexts, and its social functions. Lectures with discussions.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L08 Classics 4001 Independent Study**

Credit 3 units.

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**L08 Classics 426 Ancient Athens**

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Prerequisite: Classics 345C, Classics 350 or permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM

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**L08 Classics 428 The Invention of the Image: From Classical Art History to Modern Visual Studies**

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 Art-Arch 113) or Intro to Modern Art (L01 Art-Arch 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 428

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L08 Classics 429 Art and Death in Ancient Rome**

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased, of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the

public at large, stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 429

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L08 Classics 4321 Ancient Coins

The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulff collection of coins. Emphasis on coin typology, works of art or buildings illustrated on our coins, and the history of coinage. We use actual coins in the gallery. Due to the delicate nature of the material, the course is by permission of the instructor only.

Same as L01 Art-Arch 4321

Credit 3 units. A&S: TH Art: AH

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#### L08 Classics 4350 Hellenistic Philosophy

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4530

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L08 Classics 4361 Topics in Ancient Studies

Study of one or more themes recurring in the traditions of Greek and Roman literature, history, and culture. Topic varies each semester.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L08 Classics 4375 Ancient Greek Sculpture in Context

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course focuses on original works of art of the Archaic and Classical periods (600–300 BCE), placing emphasis on how study of their contexts — the places in which they were produced, displayed and found — contributes to our understanding of their place in the ancient world. Background material, which is covered at the beginning of the semester, includes the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th to early 6th century BCE), and the stylistic development of the Archaic and Classical periods. We then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city

sanctuary, the secular center of the city, and the necropolis. In a different view of context, we also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prerequisite: Art-Arch 331 or permission of the instructor.

Same as L01 Art-Arch 4375

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L08 Classics 4376 Pictorial Illusion in the Ancient Mediterranean

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course investigates trans-historical connections between vision, visuality and methods of representation. Prerequisites: one of L01 Art-Arch 112, L01 Art-Arch 113, L01 Art-Arch 211, or L01 Art-Arch 215; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4376

Credit 3 units.

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#### L08 Classics 442 The Later Roman Empire: From Constantine to Justinian

Covers the period from ca. 300 through the reign of Justinian. Focus on legal developments and codification of law, social changes, rise of Christianity and fall of the Roman Empire in the west. Prerequisite: Classics 342C or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L08 Classics 443 The Age of Nero: Writing, Performance and Politics at the End of a Dynasty

This course examines the reign of Nero (54–68 CE) as a distinct and remarkable period of literary and artistic production in ancient Rome and its empire. We study the career of the emperor himself, learning about imperial politics and policies during his reign, his own artistic career (his "fiddling while Rome burned," literary endeavors and notorious stage tour), and the violent end of his rule and dynasty. We examine the literature, philosophy, satire and other writings of the period, both those that take the emperor himself as their subject and those that treat other aspects of history, myth and culture from a "Neronian" perspective. We also examine art (both public and private), public entertainment (the amphitheater, the circus and the stage), and other cultural achievements and issues associated with the last Julio-Claudian emperor.

Credit 3 units. A&S: TH EN: H

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#### L08 Classics 450 Topics in Classics

The topic for this seminar differs every year. Previous topics have included Pilgrimage and Sacred Space in Antiquity, Religion in a Global Context, and Engendering Religion. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an

Honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.  
Credit 3 units. EN: H

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#### L08 Classics 450W Topics in Classics

Classics courses at the 400 level with enhanced requirements in writing may be taken under this designation as writing-intensive courses. Required: permission of instructor.  
Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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#### L08 Classics 451 Plato

An examination of some of Plato's most important dialogues, typically including the *Gorgias*, *Phaedo*, and *Republic*, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention is paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Same as L30 Phil 451  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L08 Classics 452 Aristotle

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Same as L30 Phil 452  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L08 Classics 462 Ancient Greek and Roman Music

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes toward music, and its contribution to public and private life. The focus throughout is on our ancient sources, both literary and archaeological.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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#### L08 Classics 4647 Ancient Madness

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: The history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L08 Classics 465 Topics in the History of Philosophy

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy or permission of instructor.  
Same as L30 Phil 465  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L08 Classics 476 Money, Exchange, and Power: Economy and Society in the Ancient Mediterranean World

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. Prerequisites: Classics 341C or 342C or 345C or 346C or permission of instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L08 Classics 4763 Olympian Shadows: Macedon and its Neighbors in Antiquity

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. Prerequisites: at least one semester of Classics 341C, 342C, 345C, or 346C, or instructor's permission.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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#### L08 Classics 493 Senior Project

For Classics or Ancient Studies majors who wish to fulfill their capstone requirement in Classics through a one-semester research project. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: senior standing and permission of the chair of the department.  
Credit 3 units.

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#### L08 Classics 495 Beginning Sanskrit

Credit 1 unit.

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### L08 Classics 497 Study for Honors

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65. Credit 3 units.

### L08 Classics 498 Study for Honors

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65. Credit 3 units.

## Greek

For Greek courses, please refer to the Greek (p. 483) page of this *Bulletin*.

## Latin

For Latin courses, please refer to the Latin (p. 642) page of this *Bulletin*.

## Comparative Literature

Comparative Literature examines literature across national, cultural and linguistic boundaries. The broad perspective of Comparative Literature generates sustained critical thinking about what literature is and does; how literature relates to other fields, including other art forms and kinds of writing; how literary texts and their translations produce meaning; and the ethical valence of literature in a globalized world. Advanced knowledge of at least one foreign language is essential for understanding and appreciating a given literature and culture. Therefore, all comparative literature and comparative arts majors study a foreign language and literature at an advanced level, and they are strongly encouraged to pursue a study abroad experience. Moreover, the study of works in translation, especially those originally written in non-European languages, facilitates cross-cultural comparisons and helps prepare students for a multilingual, pluralistic and global world. Comparison of literature to other arts, media and other modes of writing develops one's understanding of literature and culture, as well as of technologies and aesthetic forms of mediation and transmission of world views, values and critiques.

Comparative Literature and Comparative Arts offer students:

- A high degree of flexibility and individualization in their chosen program.
- A rich array of courses spanning national, temporal or medial boundaries organized by genre (e.g., postmodern narrative, comedy, the novel, lyric poetry); cultural issues (e.g., exile, diaspora, cross-cultural encounters); themes (e.g., memory, obsession in the novel, mysticism in poetry); period (Romanticism, the Renaissance); and transnational region (e.g., Middle Eastern literature, African literature).
- Courses that instruct the student in the central practices, approaches and theories of the discipline: entry-

level courses titled "World Literature," "Introduction to Comparative Arts," and courses on literature, literary theory and translation.

- Preparation for life in a global, multicultural and pluralistic world, including critical and analytical thinking skills and cross-cultural understanding.
- With the help of our major and the semester or year of study abroad that we encourage, some graduates have pursued careers in international affairs, teaching English as a second language abroad, and international humanitarian programs such as the Peace Corps. Other recent graduates have found employment in such areas as the arts, business, media and technologies, and in writing, editing and publishing. Additionally, our graduates are well prepared for the rigors of graduate or professional education in a variety of fields.

### Comparative Literature and the Arts & Sciences Curriculum

Comparative Literature offers freshman seminars, writing-intensive courses, community-based learning opportunities and various capstone experiences, including directed research, creative projects and internships appropriate to a student's field.

**Phone:** 314-935-5170  
**Email:** [complit@wustl.edu](mailto:complit@wustl.edu)  
**Website:** <http://complit.wustl.edu>

## Faculty

### Director

**Lynne Tatlock** (<http://complit.artsci.wustl.edu/people/lynne-tatlock>)  
Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University

### Endowed Professors

**Robert E. Hegel** (<http://complit.artsci.wustl.edu/people/robert-hegel>)  
Liselotte Dieckmann Professor of Comparative Literature in Arts & Sciences; Professor of Chinese  
PhD, Columbia University

**Paul Michael Lützel** (<http://complit.artsci.wustl.edu/people/paul-michael-lutzel>)  
Rosa May Distinguished University Professor in the Humanities  
PhD, Indiana University

**Timothy Moore** (<http://classics.artsci.wustl.edu/moore>)  
John and Penelope Biggs Distinguished Professor of Classics  
PhD, University of North Carolina

**Gerhild Scholz Williams** (<http://complit.artsci.wustl.edu/people/gerhild-williams>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities; Associate Vice Chancellor for Academic Affairs; Vice Provost  
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## Professors

**Nancy E. Berg** (<http://complit.artsci.wustl.edu/people/nancy-berg>)

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**Joseph Loewenstein** (<http://complit.artsci.wustl.edu/people/joe-loewenstein>)

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**Marvin H. Marcus** (<http://ealc.wustl.edu/people/marvin-marcus>)

PhD, University of Michigan

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PhD, University of Minnesota

**Wolfram Schmidgen** (<http://complit.artsci.wustl.edu/people/wolfram-schmidgen>)

PhD, University of Chicago

**Henry Schvey** (<http://pad.artsci.wustl.edu/henry-i-schvey>)

Professor of Drama  
PhD, Indiana University

**Michael Sherberg** (<http://rll.wustl.edu/people/sherberg>)

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**Harriet Stone** (<http://complit.artsci.wustl.edu/people/harriet-stone>)

PhD, Brown University

## Associate Professors

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**Jessica Rosenfeld** ([http://english.artsci.wustl.edu/Jessica\\_Rosenfeld](http://english.artsci.wustl.edu/Jessica_Rosenfeld))

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## Assistant Professors

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**Christian Schneider**

PhD, Heidelberg University

## Lecturers

**Emma Kafalenos** (<http://complit.artsci.wustl.edu/people/emma-kafalenos>)

Honorary Senior Lecturer  
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PhD, University of Southern California

## Professors Emeriti

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**Naomi Lebowitz** (<http://complit.artsci.wustl.edu/people/naomi-lebowitz>)  
Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities  
PhD, Washington University

**Stamos Metzidakis** (<http://complit.artsci.wustl.edu/people/stamos-metzidakis>)  
PhD, Columbia University

## Majors

### The Major in Comparative Literature

**Units required:** 27

**Required courses:**

- 27 units of Comparative Literature courses, which include:
  - Comp Lit 211 World Literature (3 units)
  - Comp Lit 3050 Literary Modernities: Text and Tradition (3 units)
  - Seven additional courses in Comparative Literature at both the 300 and 400 levels (21 units). With permission of the director of undergraduate studies, the student may substitute up to 6 units of appropriate foreign literature courses at the 300 or 400 level.
- The major also requires completion of a capstone experience. Students who are double majoring may elect to complete their capstone in the other major.
- Students in Comparative Literature are also expected to have had substantial college-level experience of foreign language study as demonstrated by completion of either one 400-level foreign language course or two 300-level courses.

### The Major in Comparative Arts

**Units required:** 27

**Required courses:**

- 21 units in Comparative Literature courses, which include:
  - Comp Lit 211 World Literature (3 units)
  - Comp Lit 313E Introduction to Comparative Arts (3 units)
  - Five additional courses at both the 300 and 400 levels (15 units) including one course on interrelations between literature and other art forms. With permission of the director of undergraduate studies, the student may substitute up to 6 units of appropriate foreign literature courses at the 300 and 400 levels.
- 6 units advanced study (300-level or above) in theoretical or historical courses in aesthetics, art history, dance, drama,

film or music. (Students with minors or majors in one of these fields may elect to substitute 6 units in Comparative Literature).

- The major also requires completion of a capstone experience. Students who are double majoring may elect to complete their capstone in the other major.
- Students of Comparative Arts are also expected to have had substantial college-level experience of foreign language study as demonstrated by the completion of either one 400-level foreign language course or two 300-level courses. They are also expected to pursue work in an applied art form — music, fine arts, drama, dance or creative writing — for four semesters. This course work need not be conducted at the 300 or 400 level.

*\*Students should be aware that courses satisfying the major requirements in another department cannot also be counted in satisfaction of the major requirements in Comparative Literature or Comparative Arts.*

### Additional Information

**Senior Honors:** To be considered for honors, a student must have a 3.7 GPA by the end of the sixth semester and must be approved by either the director of Comparative Literature or the director of undergraduate studies to write a Senior Honors thesis. Honors courses (Comp Lit 497 Independent Work for Senior Honors and Comp Lit 498 Independent Work for Senior Honors) supplement the major and do not satisfy any of the above requirements.

## Minors

### The Minor in Comparative Literature

**Units required:** 15

**Required courses:** 15 units of study distributed as follows:

- Comp Lit 211 World Literature (3 units)
- Comp Lit 3050 Literary Modernities: Text and Tradition (3 units)
- Three additional Comparative Literature courses at the 300 or 400 level

Minors in comparative literature are also expected to have had substantial college-level experience of foreign language study as demonstrated by completion of either one 400-level foreign language course or two 300-level foreign language courses.

### The Minor in Comparative Arts

**Units required:** 15

**Required courses:** 15 units of study, distributed as follows:

- 6 units in Comparative Literature, which include:
  - Comp Lit 211 World Literature (3 units)

- Comp Lit 313E Introduction to Comparative Arts (3 units)
- One more Comparative Literature course at the 300 or 400 level
- 6 units of advanced study (300-level or above) in theoretical or historical courses in music, art history, drama, dance, film or aesthetics. (Students with majors or minors in one of these fields may elect to substitute 6 units in Comparative Literature.)
- Minors in comparative arts are also expected to have had substantial college-level experience of foreign language study as demonstrated by completion of either one 400-level foreign language course or two 300-level foreign language courses.

## Courses

Visit online course listings to view semester offerings for L16 Comp Lit (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L16&crslvl=1:4>).

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### L16 Comp Lit 1024 Mozart: The Humor, Science, and Politics of Music

Wolfgang Amadeus Mozart is one of the most recognized composers of "classical" music. A child prodigy of astonishing precocity, he has come to symbolize genius for Western culture — a composer whose music embodies superhuman, even Utopian beauty and perfection. In this course, we'll learn that there was more to Mozart. Mozart was a lover of codes and puzzles who delighted in the science of music, a sampler of non-Western music, and a musical humorist whose comedies make provocative statements — ranging from cynical to poignant — about politics, gender and morality. Our focus works will include Mozart's symphonies, piano music, string quartets, and such comedies as *The Magic Flute* and *The Marriage of Figaro*. We'll also explore Mozart's afterlife — how his music has figured in film, literature, and popular culture. This course is open to all undergraduates — no previous musical course work or experience is required.

Same as L27 Music 1024

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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### L16 Comp Lit 115 Freshman Seminar

A variety of topics in comparative literature, designed for first-year students — no special background is required — to be conducive to the investigation and discussion format of a seminar.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L16 Comp Lit 137A Freshman Seminar

The destructive, scandal-ridden career of the Roman emperor Nero (mid-first century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself — especially by sympathizers of the Christians he persecuted. Yet Nero as an

emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the *Life of Nero* by Suetonius (second century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.

Same as L08 Classics 137

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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### L16 Comp Lit 1511 The Birth of Venus

This course examine the art, politics and history of Renaissance Florence, Venice, Ferrara and Rome. We study how love, beauty, religion and politics were intertwined in these cities. We consider how the flourishing of the arts occurred along with the oppressive rule of the Church; why, for one out of two women in upper-class families, the choice was the convent rather than marriage; the rise of courtesan culture and pornography; conspicuous consumption; healing as a matter of faith and a matter of science. Professor Wallace presents the great artists who worked in these cities, including works by Donatello, Masaccio, Brunelleschi, Botticelli, Michelangelo, Leonardo and Vasari. Professor Stone examines Sarah Dunant's trilogy of best-selling historical novels: *The Birth of Venus*, set in Florence; *In the Company of the Courtesan*, set in Venice; and *Sacred Hearts*, set in Ferrara. Ms. Dunant, who is a visitor to the University during part of the semester, introduces the class to historical documents that she used in creating her novels. Guest lecturer Professor Monson (Music Department) explores connections between nuns who make both music and magic. Open to freshmen and sophomores only.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L16 Comp Lit 151C Freshman Seminar: Immigrants and Exiles

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 151

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L16 Comp Lit 153 Laughter: From Aristotle to Seinfeld

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 153

Credit 3 units. A&S: TH A&S IQ: HUM

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### L16 Comp Lit 1710 Literature Seminar for Freshmen: Literature, Spirituality, and Religion

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 171

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L16 Comp Lit 176C Freshman Seminar: Aesop and His Fables: Comedy and Social Criticism**

*Aesop's Fables*, a collection of stories featuring talking animals, is still popular today, and it has its roots in ancient Greece. Many stories about Aesop were circulated in Greco-Roman antiquity, stories that could be complex, politically charged, and sometimes quite crude. In this course, we will read *The Life of Aesop*, a popular ancient novel about the fabulist's life and exploits. We will also consider how Aesop and his fables are treated in the larger tradition: in other fable collections, in comedy and philosophy, and in the visual tradition. As we will see, Aesop is a highly mutable figure: sometimes comic, sometimes serious, often critical of power imbalances and injustices, and always ready to mask what he really means behind a clever animal fable.

Same as L08 Classics 176

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L16 Comp Lit 201A Classical to Renaissance Literature: Text and Tradition**

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: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L16 Comp Lit 204 Crossing Borders: An Introduction to Comparative Literature**

An introduction to some of the ideas and practices of literary studies at the beginning of the 21st century. This course is designed for majors and prospective majors in comparative literature and comparative arts — and other students interested in reading literature from many parts of the world and exploring issues in literary studies including questions of epistemology and representation, the cultural biases of readers, semiotics, translation theory and Orientalism. Plays, novels and poems by writers including Euripides, Vergil, Racine, Rilke, Henry James, Borges, Mellah and Murakami, and closely related short excerpts by theorists from Aristotle to Bhabha. Prerequisite: sophomore standing or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 209 Scriptures and Cultural Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as

the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L16 Comp Lit 211 World Literature**

This course teaches ways of reading literature across Eastern and Western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., Orientalism), hybridity and displacement.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L16 Comp Lit 213E Introduction to Comparative Arts**

A variety of topics in comparative literature, designed for first-year students — no special background is required — to be conducive to the investigation and discussion format of a seminar.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 215C Introduction to Comparative Practice I**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers and/or exams.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 219C Topics in Comparative Literature**

An examination of how life, suffering and hope are reflected in stories by major Israeli and Arab writers of the 20th century. Themes examined: war, sacrifice, modernity, the erosion of religious faith. Short stories by Ben Ner, Yehoshua, Agnon, Mahfouz, Idris, Habibi and others are discussed. Analysis focuses on differences and similarities in society, culture and national concerns.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L16 Comp Lit 260 Cityscapes**

Uses literature to explore past urban societies.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L16 Comp Lit 300 Undergraduate Independent Study**

Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the chair of the committee.

Credit 3 units. Art: HUM

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**L16 Comp Lit 3003 Writing Intensive in Ancient Studies:**

**Helen of Troy in Greece and Rome**

Study of selected topics in Classics. This is a Writing Intensive course.

Same as L08 Classics 3003

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

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**L16 Comp Lit 3023 Jazz in American Culture**

This course will address the role of jazz within the context of 20th-century African-American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Prerequisite: L27 Music 105 or permission of instructor.

Same as L27 Music 3023

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

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**L16 Comp Lit 3040 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact, systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: HUM EN: H

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**L16 Comp Lit 3050 Literary Modernities: Text and Tradition**

The course examines the various facets of modernity in major works of European, Eurasian and, sometimes, American literature from the early 17th century to the 1920s, starting with *Don Quixote*. We explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course engages with two or three important models of critical practice, e.g., Wollstonecraft's *Vindication of the Rights of Women*, Marx's *German Ideology*, Freud's *The Interpretation of Dreams*, T.S. Eliot's *Tradition and the Individual Talent*, or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote."

Same as L93 IPH 3050

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L16 Comp Lit 3071 Caribbean Literature**

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise.

It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Same as L14 E Lit 3071

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L16 Comp Lit 307A The Writing of the Indian Subcontinent**

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesequera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L16 Comp Lit 311A Topics in English and American Literature: International Modernism**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM UColl: NW

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**L16 Comp Lit 312A Medieval Romance and Arthurian Legend**

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's *Aeneid* to *Sir Gawain and the Green Knight*.

Same as L14 E Lit 3121

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 312C The Literature of Obsession**

This course will explore the theme of consolation in medieval poetry. We will read narratives that represent the consolation of a variety of melancholy figures — philosophers in exile, lovers in mourning, citizens in plague-ridden cities, and women disturbed by misogynous writing. We will examine the connection between representations of consolation and the act of reading, and think about literature itself (along with other art forms) as a contested site of entertainment, moral guidance, self-fashioning, and redemption. Authors may include Boccaccio, Boethius, Chaucer, Christine de Pizan, Abelard and Heloise, and the Pearl-poet. As a writing-intensive class, we will spend time writing and talking

about writing in the classroom. We will read our literary texts as "arguments" about literature in addition to other topics, and we will read secondary articles as examples of scholarly writing that we may or may not want to adopt as models.

Same as L14 E Lit 312W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art:  
HUM BU: HUM EN: H

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**L16 Comp Lit 3132 Romantic Revolutions in European Music and Culture**

The early 19th century in Europe witnessed sweeping changes in social, political, and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music — which inspired an idealistic vision of the art form as a source of quasi-spiritual experience — and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although this course requires listening and viewing of musical works, it is designed for students with intellectual curiosity but without prior musical background. We also require weekly readings, occasional presentations, three short papers, and spirited class discussion.

Same as L27 Music 3132

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: HUM EN: H

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**L16 Comp Lit 313E Introduction to Comparative Arts**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L16 Comp Lit 3231 Transatlantic Foreignisms, 1878-1946**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L16 Comp Lit 325A Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings are in English translation.

Same as L49 Arab 325

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 3263 Topics in East Asian Studies: Modern China on the Silver Screen**

A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H

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**L16 Comp Lit 3301 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester.

Same as L04 Chinese 330

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L16 Comp Lit 331A Topics in Holocaust Studies**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.

Same as L21 German 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM  
EN: H

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**L16 Comp Lit 332 Literature and Art**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L16 Comp Lit 332C Comedy**

This comparative course examines and enjoys the substances and forms of humor and comedy in different times and places. Some attention to jokes, gags and comics precedes a wide-ranging examination of literary comedy. A study of various plays and comic texts illuminates different forms of comedy, such as farce, satire, romantic comedy, comedy of manners, absurdist comedy and contemporary political comedy. Authors include Aristophanes, Plautus, Rabelais, Shakespeare, Molière, Fielding, Gogol, Wilde, Stoppard and Dario Fo.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L16 Comp Lit 334 Love in the Novel/Love of the Novel**

Our focus is our own pleasure in reading. How do we assure that this pleasure survives into the next century now that the visual, the sound bite, the video clip permeate our lives? We attempt to answer this question by rediscovering one of the great love stories of all times, Leo Tolstoy's *Anna Karenina*. Daniel Pennac's *Reads Like A Novel*, a recent work about the pleasures of reading for pleasure, guides us as we isolate elements of Tolstoy's story that compel us, that teach us about our own needs and desires as readers. The class considers novels whose love stories are molded by the characters' own reading: Austen's *Northanger Abbey*, Flaubert's *Madame Bovary* (1856), Proust's *Swann In Love*, Skarmet's *Burning Patience*, Bernhard Schlink's *The Reader*. Far from being immune to or eclipsed by history and politics, the pleasure of reading is shown to reflect the reader's appreciation of the larger fabric of society, where passion is set against war, prostitution, mental illness, adultery and prejudice.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L16 Comp Lit 338C Postmodern Fiction and Graphic Novels**

Genre as a comparative laboratory. A close examination of the nature, function and pleasures of given literary genres, such as epic or postmodern narrative.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 340A American Literature, 1914-1945**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C (Chief American Writers), while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Same as L14 E Lit 340

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 343A Literature and Science: One Culture or Two?**

The relation between biology and literature as it has been examined and expressed in poetry, fiction and nonfiction of the past two centuries.

Same as L14 E Lit 343

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L16 Comp Lit 349A Yiddishkayt**

This course traces the emergence, development, flourish and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Same as L75 JINE 349

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L16 Comp Lit 3508 Introduction to South Asian Literature I**

Same as L73 Hindi 350

Credit 3 units. A&S: TH, CD BU: HUM

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**L16 Comp Lit 351 Issues in Comparative Literature**

This course addresses current issues in Comparative Literature that relate to historical period, genre, theory, the metropole, etc. The specific topic varies from semester to semester.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L16 Comp Lit 3520 Introduction to Postcolonial Literature and Theory**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Same as L14 E Lit 3520

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: HUM EN: H

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**L16 Comp Lit 352A Topics in Literature: Passing**

Topics course which varies by semester.

Same as L14 E Lit 3522

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L16 Comp Lit 3552 Introduction to Literary Theory**

This course introduces students to some of the most influential theoretical approaches to interpretation in Western culture, to the conceptual and historical debates about theory, and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of interpretation. Theoretical approaches likely to be featured include: formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies. This course fulfills the literary theory requirement for the major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.

Same as L14 E Lit 3552

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H UColl: HUM

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**L16 Comp Lit 355C The Flowering of Islamic Literature 500-1200**

Exploration of the multilingual (Arabic, Persian, Turkish) literary cultures of a civilization that stretched from Spain to India. Themes and genres include early court patronage, Bedouin odes, wine poetry, social satire, mystical poetry, national epic and the literature of love and romance. Comparisons to contemporaneous Hebrew and ancient and medieval Western literatures. Readings in English.

Credit 3 units. A&S: TH, CD Art: HUM BU: HUM

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**L16 Comp Lit 360A Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Same as L93 IPH 360

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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**L16 Comp Lit 3631 Russian Literature and Opera: Transpositions and Transgressions**

This interdisciplinary course surveys the intersections between Russian literature and opera from the 19th century to the present. Literary works in a variety of genres (short stories, narrative poems, plays and novels) by Russian authors (with Pushkin as a clear favorite) have inspired generations of leading Russian composers, resulting in significant operatic adaptations, including Tchaikovsky's *Eugene Onegin*, based on Pushkin, Prokofiev's *The Gambler*, based on Dostoevsky, and Shostakovich's *The Nose*, based on Gogol. For each pairing of author and composer, we read and discuss the literary text before considering the ways in which the original was refined, trimmed and generally transformed for the operatic stage. We frequently view opera productions and consider issues of staging, embodiment and fidelity to the original. The broader goal of the class is to consider the possibilities and limits of artistic media, specifically the points of agreement or dissonance between literature and music.

Same as L97 IAS 363

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 364 Literature and Ethics**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L16 Comp Lit 3676 Rhetoric: Ancient and Modern**

Rhetoric, or the art of persuasion, has played a prominent and controversial role in political and educational theory and practice. We survey rhetorical texts, ranging from Plato and Aristotle through Augustine and Edmund Burke, to Kenneth Burke and Jürgen Habermas.

Same as L08 Classics 3676

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L16 Comp Lit 3721 Topics in Renaissance Literature**

Same as L14 E Lit 3725

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L16 Comp Lit 375 The Trope of "China" In the Imagination of the Chinese Diaspora**

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L16 Comp Lit 376 Topics in Comparative Literature II**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L16 Comp Lit 3778 Comparative Studies in the Novel**

This course introduces students to novels from a given period or from a geographical area, with attention to how novels are read and how they communicate.

Credit 3 units. A&S: TH Art: HUM

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**L16 Comp Lit 382C Iraqi Literature**

This course introduces students to major works in Iraqi literature in the 20th and 21st centuries, with a focus on the post-World War II period up to the present day.

Same as L49 Arab 352

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L16 Comp Lit 385 Paris and New York**

Subject matter varies from semester to semester.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L16 Comp Lit 386 The Literary 1960s: Years of Hope/Days of Rage**

Taking its subtitle from the one used by Todd Gitlin for his monumental sociological study of the 1960s, this course focuses on the diverse and exciting literature of this often chaotic, always fascinating period. Readings include popular and influential books by Peter Weiss, Robbe-Grillet, Ken Kesey, Tom Wolfe, Germaine Greer, Eldridge Cleaver and Joan Didion. Attention is paid not only to important new artistic, political and social movements, as seen by these writers, but also to films and music of the time.

Credit 3 units. A&S: TH Art: HUM

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**L16 Comp Lit 389 Topics**

Comparative study of a given question, theme or problem, such as eros or exile or cruelty.

Credit 3 units. A&S: TH Art: HUM BU: IS

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**L16 Comp Lit 392 Literary Movements**

This course compares authors of different national literatures by closely examining certain movements and periods, such as Renaissance humanism, romanticism and naturalism.

Credit 3 units. A&S: TH Art: HUM

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**L16 Comp Lit 393 Literary Theory**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

**L16 Comp Lit 394 Worldwide Translation: Language, Culture, Technology**

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology and health care. We begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature and film. Students then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various deadly illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists and medical doctors across the world. Finally, we focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital media such as Google Translate, Twitter or various iPhone applications. Readings include works by Jorge Luis Borges, Talal Asad, Lawrence Venuti, Michael Cronin, Emily Apter and Gayatri Spivak, among others. This course offers students an optional CET (<https://gephardtinststitute.wustl.edu/cec/college-of-arts-sciences>) (Community-Engaged Teaching) component in collaboration with a St. Louis-based community partner. Prerequisite: none.

Credit 3 units. A&S: LA A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

**L16 Comp Lit 396 Lyric Poetry**

A study of the sounds, forms, devices, voices and pleasures of lyric poetry from international and comparative points of view. Attention to theories of lyric, formal devices and problems of translation. The study of various lyric forms such as the ode, the elegy and the sonnet, generates comparisons across time and space.

Credit 3 units. A&S: TH, WI Art: HUM

**L16 Comp Lit 402 Introduction to Comparative Literature**

An introduction to the discipline and practice of Comparative Literature, this course explores the concepts most frequently discussed and the methods most successfully practiced. We study what texts reveal when they are examined cross-culturally. Students consider the various differences that emerge between texts when themes and genres are followed across more than one national literature. The course includes a short history of the discipline and recent debates about the nature and scope of the field. Topics discussed include genres and forms, influence and intertextuality, translation, world literature, exile and cross-cultural encounter.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

**L16 Comp Lit 405A Theory and Methods in the Humanities**

Does humanity make progress? What does it mean to be part of a society, a culture, or an economy? And how do human beings find hope in the face of violence, loneliness, inequality, and the prospect of their own mortality? These fundamental questions about the human condition are the province of social theory, a way of thinking that intersects with philosophy, politics, economics, religion, anthropology, and sociology. This seminar will examine an array of classic texts in this field, including works

from Karl Marx, Friedrich Nietzsche, Sigmund Freud, Theodor Adorno, Hannah Arendt, and Michel Foucault.

Same as L93 IPH 405

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

**L16 Comp Lit 406 Translation**

This course looks at the practice and theory of literary translation. While the main focus is on the literary and linguistic processes involved in translating a text from one language to another, we spend much time exploring the cultural significance of translation in an increasingly interconnected world. Translation is one of the best ways to make the world accessible to us. Successful translation requires in-depth knowledge of the social and cultural conditions in which the original text is produced. It is equally important to be aware of the expectations of the readers who read the translated version. To balance these theoretical discussions with practical matters, we invite translators to the class to speak about their published works. The requirements include translation projects to add experience to the analysis carried out in class. Prerequisite: fluency in a language other than/in addition to English.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

**L16 Comp Lit 4080 Africanist Travel Writing: Texts, Contexts, Theory**

This course will examine the art, politics and history of Renaissance Florence, Venice, Ferrara and Rome. We will study how love, beauty, religion and politics were intertwined in these cities. We will consider how the flourishing of the arts occurred along with the oppressive rule of the Church; why, for one out of two women in upperclass families, the choice was the convent rather than marriage; the rise of courtesan culture and pornography; conspicuous consumption; healing as a matter of faith and a matter of science. Prof. Wallace will present the great artists who worked in these cities, including works by Donatello, Masaccio, Brunelleschi, Botticelli, Michelangelo, Leonardo, and Vasari. Prof. Stone will examine Sarah Dunant's trilogy of best-selling historical novels: *The Birth of Venus*, set in Florence; *In the Company of the Courtesan*, set in Venice; and *Sacred Hearts*, set in Ferrara. Ms. Dunant, who will be a visitor to the university during part of the semester, will introduce the class to historical documents that she used in creating her novels. Guest lecturer Prof. Monson (music dept.) will explore connections between nuns who make both music and magic. Open to freshmen and sophomores only.

Same as L16 Comp Lit 1511

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

**L16 Comp Lit 409 Correlation Between East and West**

Extensive comparative study of a period, topic, theme or genre in Chinese or Japanese literature with a body of texts from one or more European languages that serve to illuminate the literary similarities and cultural differences between the two. Texts vary, depending upon the interests of the instructor(s). All texts available in English translations as well as in the original languages.

Credit 3 units. A&S: TH Art: HUM

**L16 Comp Lit 409C Beyond Geography: The Meaning of Place in the Middle East**

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics covered include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of

exile and return. Texts range from analytical essays to novels, memoirs and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A.B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: course work in JINES and senior standing or permission of instructor.  
Same as L75 JINE 409  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 4111 Pastoral Literature**

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.  
Same as L93 IPH 4111  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 418A Victorian Literature and Postcolonial Studies**

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold and Pater.  
Same as L14 E Lit 418  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L16 Comp Lit 419 Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: This course is in the core curriculum for the Women, Gender and Sexuality Studies graduate certificate. Prerequisites: advanced course work in WGSS or in literary theory (300-level and above) or permission of the instructor required.  
Same as L77 WGSS 419  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L16 Comp Lit 4204 Film Theory**

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the

course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings.  
Same as L53 Film 420  
Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM

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**L16 Comp Lit 4224 The 1904 St. Louis World's Fair: German and Austrian Art Exhibited**

The St. Louis World's Fair of 1904 (The Louisiana Purchase Exposition) was one of the greatest events of its time. At the beginning we will deal with the historical development that led to the purchase of the Louisiana Territory in 1803, will review the developments of World's Fairs since 1851, and will have a look at the grand dimension of the 1904 World's Fair (connected with the Olympic Games). Of central importance are the Art Exhibits from Germany and Austria with their cultural-political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition against modern movements like Impressionism caused opposition in Germany. Austria was different: In their Art Nouveau Pavilion they included secessionists (Hagenbund). The Wiener Werkstaetten (Vienna's Workshops) attracted a lot of attention. Different from the paintings, German Arts and Crafts represented avant-garde movements. We will visit libraries, archives and museums in St. Louis that have World's Fair holdings. The seminar is for advanced undergraduate students but beginning graduate students can take it with permission of the instructor. Course conducted in English. May not be taken for German major or minor credit.  
Same as L97 IAS 4224  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 4225 European Utopian Settlements in the American Midwest (1814-1864): Diversity and Antislavery**

During the first part of the 19th century a number of utopian visionaries from Europe (Germany, France and England) tried to establish communities in the American Midwest. These colonies were based either on religious or philosophical/social ideals which could be traced back to interpretations of the Old and the New Testament or to Enlightenment principles of freedom and equality that had been propagated during the revolutions in Europe of 1789, 1830 and 1848 which in turn had been influenced by the American war of independence. These groups showed strong antislavery convictions. The Midwest was chosen since the areas in the vicinity of the confluence of the Mississippi and the Missouri were seen as open to new social experiments. Part of the seminar are field trips to the St. Louis-based Missouri History Library as well as to the St. Louis Public Library and one-day excursions to New Harmony in Indiana, Nauvoo in Illinois, and to small towns in Warren County, Missouri.  
Same as L97 IAS 4225  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 424 Senior Seminar**

Intensive study of a comparative topic in a seminar situation.  
Credit 3 units. A&S: TH Art: HUM

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**L16 Comp Lit 4252 Seminar in Comparative Literature: Transatlantic Poetics**

This seminar explores how the flow and circulation of artistic forms between Europe, North America, Latin America and

the Caribbean during the 20th century results in the creation and dissemination of radically innovative modes of artistic expression.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L16 Comp Lit 425A Humanities by the Numbers

Every time Google guesses the next word we are about to type, Amazon recommends books we might like to read, or the iPhone's "Siri" answers a question, they draw on the massive advances that have been made in the application of computational techniques to language over the last few years. However, can such technologies help us to read literary texts in new ways? If literature can be thought of as unusual and distinctive uses of language, to what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? This course juxtaposes the typically human scale of the close reading to the "inhuman" and massive scales at which computers can count, quantify and categorize texts. How can we translate what we as human readers care about in these literary works — the things that make them valuable, rather than things that are easy to count? What nuance is lost in this translation between "close" and "distant" readings and what insights are gained? While this class introduces students to basic statistical and computational techniques, no prior experience with technology is required.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L16 Comp Lit 430 Narrative Theory

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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#### L16 Comp Lit 4300 Data Manipulation for the Humanities

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.

Same as L93 IPH 430

Credit 1 unit.

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#### L16 Comp Lit 4310 Statistics for Humanities Scholars

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course students should be able to evaluate statistical

arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.

Same as L93 IPH 431

Credit 3 units. A&S IQ: HUM, AN EN: H

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#### L16 Comp Lit 4340 Topics in English and American Drama: Melodrama

Varies from semester to semester.

Same as L14 E Lit 434

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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#### L16 Comp Lit 436 Seminar in Dramatic Theory

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character and thought, and attempt to apply them to drama up to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices and perspective. Brecht's theory of "epic drama" forms the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation.

Credit 3 units. A&S: TH Art: HUM

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#### L16 Comp Lit 438 Aesthetics

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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#### L16 Comp Lit 444C Psychoanalysis and Its Literary Cultures

This course examines interactions between texts from the domains of literature and psychoanalysis. We read theory and literature side by side, in order to ask the following questions: Does the relationship between literary text and theory necessarily entail the subjection of literature to analysis, or can one, as Pierre Bayard asks, apply literature to psychoanalysis? What can psychoanalytic readings tell us more broadly about the act of reading? How can psychoanalysis enrich our sense of the ethical import of reading and writing, and how can literature challenge psychoanalytic goals and values? In terms of psychoanalytic authors, we focus on Freud, Lacan, Klein, Winnicott and Bayard. In terms of literature, we range widely from Sophocles to Henry James.

Same as L93 IPH 444

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L16 Comp Lit 449 Topics in Literature

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L16 Comp Lit 450A Topics in the Humanities

Same as L93 IPH 450

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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#### L16 Comp Lit 450C Interdisciplinary Topics in the Humanities: Romancing the Ruins

Same as L93 IPH 450A  
Credit 3 units.

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**L16 Comp Lit 455C Senior Colloquium**

Same as L93 IPH 455  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L16 Comp Lit 461A Ocean, Island, Ghetto, Globe: The Routes and Horizons of Asian-American Literature**

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.  
Same as L14 E Lit 461  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L16 Comp Lit 4647 Ancient Madness**

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: The history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.  
Same as L08 Classics 4647  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L16 Comp Lit 4710 Topics in Japanese Culture: Reminiscences of Childhood and Youth**

A topics course on Japanese culture; topics vary by semester.  
Same as L03 East Asia 471  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L16 Comp Lit 471A Topics in Modern Arabic Literature**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.  
Same as L49 Arab 471  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

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**L16 Comp Lit 493 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918**

Credit 3 units.

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**L16 Comp Lit 494 Seminar: Diverse Topics in Literature**

This course may offer a variety of topics. Semester subtitle varies. It has been offered as an in-depth study of the individual through autobiographies; and as a course on visual poetics from antiquity to the present. Consult the department for further details.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L16 Comp Lit 495 Seminar**

Seminar in Comparative Literature Studies. Topics vary. Consult Course Listings for current semester's offering.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L16 Comp Lit 497 Independent Work for Senior Honors**

One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student receives credit only or Honors.  
Prerequisites: senior standing and permission of chair of the committee.  
Credit 3 units. Art: HUM

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**L16 Comp Lit 498 Independent Work for Senior Honors**

Advanced work as indicated in Comp Lit 497. Prerequisites: senior standing and permission of chair of the committee.  
Credit 3 units. Art: HUM

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**L16 Comp Lit 4980 Spenser**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an interinstitutional effort to produce a traditional print edition of the *Complete Works of Edmund Spenser*.  
Same as L14 E Lit 498  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L16 Comp Lit 498A Spenser Lab**

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).  
Same as L14 E Lit 498W  
Credit 4 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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## Dance

Students may select dance as a major through the Performing Arts Department. (p. 705) This Bachelor of Arts course of study combines intensive studio work in technique and theory of modern dance, ballet and composition with seminars examining dance as a global phenomenon with forms reflecting culturally specific historical, aesthetic and anthropological features. The major also includes a broad range of courses such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. Students also may choose to minor in modern dance; ballet; or world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside Euro-American traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

Students who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists in residence who teach master classes and set choreography.

The department also offers many opportunities for students to perform and present their work. Washington University Dance Theatre holds annual auditions, and selected students will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. Additionally, students may audition for the student repertory company Washington University Dance Collective. Every spring, student choreographers can audition their work for Young Choreographers Showcase (a department sponsored event) or for Student Dance Showcase, directed and produced by Washington University Dance students. Students also have the annual opportunity to attend the regional American College Dance Conference to perform and take master classes. Students may also participate in departmental drama productions as well as student productions of choreography and theater.

**Contact:** Mary-Jean Cowell  
**Phone:** 314-935-4474  
**Email:** mjcowell@wustl.edu  
**Website:** <http://pad.artsci.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Performing Arts faculty (p. 706) page.

## Majors

### The Major in Dance

**Total units required:** 35-36

#### Prerequisites (8-9 units):

| Code       | Title  | Units |
|------------|--|-------|
|            | WU dance course (2-3 units) or advanced placement in dance | 2-3   |
| Dance 203  | Composition I  | max 3 |
| Dance 212E | Introduction to Theater Production                         | 3     |

#### Required courses (18 units):

| Code                       | Title   | Units |
|----------------------------|---|-------|
| Dance 303                  | Composition II  | 3     |
| Dance 305Z<br>or Dance 312 | Music Resources for Dance<br>Accompaniment Techniques for Dance       | 2     |
| Dance 3101                 | Dance Improvisation: Spontaneous Composition & Performance Techniques | 1     |

and 6 units from:

|            |  |   |
|------------|--|---|
| Dance 301  | Theory and Technique of Modern Dance III | 3 |
| Dance 3021 | Theory and Technique of Modern Dance IV  | 3 |
| Dance 321  | Classical Ballet: Intermediate I         | 2 |

|            |   |       |
|------------|---|-------|
| Dance 3221 | Classical Ballet: Intermediate II       | 2     |
| Dance 401  | Theory and Technique of Modern Dance V  | max 3 |
| Dance 4021 | Theory and Technique of Modern Dance VI | max 3 |
| Dance 415  | High Intermediate Ballet I              | 2     |
| Dance 416  | High Intermediate Ballet II             | 2     |
| Dance 4281 | Classical Ballet III                    | 2     |
| Dance 4291 | Classical Ballet IV                     | 2     |

And choose 6 units from among the following. Any of these courses may be taken as an elective if not taken in fulfillment of the requirement:

| Code       | Title  | Units |
|------------|--|-------|
| Dance 315  | Dance Spectrum   | 3     |
| Dance 316E | From Romantic to Postmodern Dance  | 3     |
| Dance 340  | Ballet as Ethnic Dance and Classical Art   | 3     |
| Dance 342  | Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration | 3     |
| Dance 426  | Performing the Political in American Dance   | 3     |

#### Elective courses (minimum of 9 units):

| Code       | Title  | Units |
|------------|--|-------|
| Dance 300  | Jazz Dance II                                | 2     |
| Dance 305Z | Music Resources for Dance                    | 2     |
| Dance 311  | Modern Dance and the African-American Legacy | 2     |
| Dance 312  | Accompaniment Techniques for Dance           | 2     |
| Dance 328  | Contemporary Dance and the Michio Ito Method | 2     |
| Dance 343  | West African Music and Dance in Context      | 2     |
| Dance 372  | Advanced American Musical Theatre            | 3     |
| Dance 401  | Theory and Technique of Modern Dance V       | max 3 |
| Dance 4021 | Theory and Technique of Modern Dance VI      | max 3 |
| Dance 403  | Jazz III                                     | 2     |
| Dance 404  | Composition IV                               | max 3 |
| Dance 415  | High Intermediate Ballet I                   | 2     |
| Dance 416  | High Intermediate Ballet II                  | 2     |
| Dance 418  | Variations in the Ballet                     | 1     |
| Dance 423  | Pointe Technique                             | 1     |
| Dance 424  | Pointe Technique                             | 1     |

|             |  |   |
|-------------|--|---|
| Dance 4281  | Classical Ballet III   | 2 |
| Dance 4291  | Classical Ballet IV  | 2 |
| Drama 304   | Makeup for the Stage   | 2 |
| Drama 307   | Stage Costumes: Prehistoric to 1800                            | 3 |
| Drama 309   | Stage Technology   | 3 |
| Drama 310   | Stage Lighting   | 3 |
| Drama 341   | Acting II  | 3 |
| Drama 343   | Fundamentals of Directing                                      | 3 |
| Drama 361   | Stage Management   | 3 |
| Drama 421   | Costume Construction and Design                                | 3 |
| Anthro 160B | Introduction to Cultural Anthropology                          | 3 |
| Anthro 3833 | Performance and Healing: The Politics of Health Representation | 3 |

**Additional electives available in University College (U31):**

| Code       | Title                                     | Units |
|------------|---|-------|
| Dance 305  | Structured Improvisation for Dance        | 1     |
| Dance 328  | Dance of West Africa: Intermediate        | 2     |
| Dance 335  | Bharata Natyam as Movement Narrative      | 1     |
| Dance 363  | Dunham Dance Technique II                 | 2     |
| Dance 385  | Special Studies in Somatics               | max 3 |
| Dance 411  | Teaching Creative Movement to Children    | 2     |
| Dance 423  | Topics in Dance: Dance Movement Therapy   | 2     |
| Dance 430  | Applied Anatomy for the Performing Artist | 2     |
| Dance 440  | Curriculum and Instruction in Dance       | 3     |
| Dance 4541 | Seminar in Arts Management                | 3     |

The dance major must take at least one upper-level course in both ballet and modern dance technique and theory. Course work in at least one of the following is strongly recommended: West African Dance, Classical Indian Dance, Dunham Technique, Musical Theater Dance, Jazz Dance.

**Additional Information**

**Study Abroad:** Washington University students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand; University of Ghana, Legon; and Roehampton University, London. With approval from the Dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

**Minors**

The dance minor listed here pertains only to the Class of 2019 and after. Students in the Class of 2018 and before may instead complete either the minor in ballet or the

minor in modern dance, both listed on the Performing Arts Department website (<http://pad.artsci.wustl.edu/dance-minors>).

**The Minor in Dance**

**Total units required:** 17-18

**Studio-based/technique courses:** 9 units. At least 6 of these units must be at the 300 level or above. Select from:

| Code                               | Title   | Units |
|------------------------------------|---|-------|
| <b>Ballet</b>                      |   |       |
| Dance 222                          | Fundamentals of Classical Ballet                                      | 2     |
| Dance 321                          | Classical Ballet: Intermediate I                                      | 2     |
| Dance 3221                         | Classical Ballet: Intermediate II                                     | 2     |
| Dance 3224                         | Intermediate Pointe Technique   | 1     |
| Dance 415                          | High Intermediate Ballet I  | 2     |
| Dance 416                          | High Intermediate Ballet II   | 2     |
| Dance 4281                         | Classical Ballet III  | 2     |
| Dance 4291                         | Classical Ballet IV ()  | 2     |
| <b>Modern</b>                      |   |       |
| Dance 201E                         | Theory and Technique of Modern Dance I                                | 3     |
| Dance 202                          | Theory and Technique of Modern Dance II                               | 3     |
| Dance 301                          | Theory and Technique of Modern Dance III                              | 3     |
| Dance 3021                         | Theory and Technique of Modern Dance IV                               | 3     |
| Dance 3101                         | Dance Improvisation: Spontaneous Composition & Performance Techniques | 1     |
| Dance 311                          | Modern Dance and the African-American Legacy                          | 2     |
| Dance 401                          | Theory and Technique of Modern Dance V                                | 3     |
| Dance 4021                         | Theory and Technique of Modern Dance VI                               | 3     |
| Dance 413                          | Modern Dance and the African American Legacy II                       | 2     |
| <b>Jazz</b>                        |   |       |
| Dance 297                          | Fundamentals of Jazz Dance  | 2     |
| Dance 300                          | Jazz Dance II   | 2     |
| Dance 403                          | Jazz III  | 2     |
| <b>West African</b>                |   |       |
| Dance 343                          | West African Music and Dance in Context                               | 2     |
| <b>Composition course:</b> 3 units |   |       |
| Code                               | Title   | Units |
| Dance 203                          | Composition I   | 1-4   |

or Dance 208 Composition and Technique

**History/theory course:** 3 units. Select from:

| Code       | Title  | Units |
|------------|--|-------|
| Dance 316E | From Romantic to Postmodern Dance  | 3     |
| Dance 331  | Movement and Meaning: Dance in a Global Context  | 3     |
| Dance 340  | Ballet as Ethnic Dance and Classical Art   | 3     |
| Dance 342  | Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration | 3     |
| Dance 426  | Performing the Political in American Dance   | 3     |

**Electives:** 2-3 units. Any additional history/theory course or studio-based/technique course at the 300 level or above, or select from:

| Code  | Title   | Units |
|---|---|-------|
| Dance 303   | Composition II                                  | 3     |
| Dance 305Z  | Music Resources for Dance                       | 2     |
| Dance 312   | Accompaniment Techniques for Dance              | 2     |
| Dance 319   | Stage Lighting                                  | 3     |
| Dance 413   | Modern Dance and the African American Legacy II | 2     |
| Dance 418   | Variations in the Ballet                        | 1     |
| Dance 423   | Pointe Technique                                | 1     |
| Dance 424   | Pointe Technique                                | 1     |
| Additional electives available in University College (U31): |   |       |
| Dance 285   | Introduction to Somatic Practices               | 2     |
| Dance 324   | Creative Dance Movement for Grades K-5          | 3     |
| Dance 385   | Special Studies in Somatics                     | 3     |
| Dance 423   | Topics in Dance: Dance Movement Therapy         | 2     |
| Dance 430   | Applied Anatomy for the Performing Artist       | 2     |
| Dance 440   | Curriculum and Instruction in Dance             | 3     |

## The Minor in World Music, Dance and Theater

For the world music, dance and theater minor, visit the Performing Arts (p. 707) page.

### Courses

Visit online course listings to view semester offerings for L29 Dance (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L29&crslvl=1:4>).

#### L29 Dance 104 Body Conditioning

A complete body conditioning program designed to increase strength and flexibility. Uses some floor barre and Pilates-related floor exercises.

Credit variable, maximum 2 units.

#### L29 Dance 106E Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

#### L29 Dance 111 Contemporary Dance for the Male Dancer

For men who may have athletic or other physical and kinesthetic skills, but little to no formal dance training. This course is designed to meet the specific needs of the male body in its capacity for dynamic, aesthetic, expressive movement.

Introduction to dance as a creative art form using the body as the instrument of expression and motion as the medium of dance. Technique, analysis and creative work.

Credit 2 units. A&S: LA

#### L29 Dance 120 Yoga and Relaxation Techniques

Systematic introduction to the methods and theory of yoga as a means of stretching, strengthening, energizing and relaxing the body. Incorporates meditation, massage and other release techniques to help sharpen both body and mind. Students should wear comfortable clothing permitting freedom of movement and bring a mat or towel. Related readings assigned.

Credit variable, maximum 2 units.

#### L29 Dance 200 Tutorial

Supplementary work at the low intermediate level in ballet and modern dance at times to be determined. Prerequisites: sophomore standing and permission of the Coordinator of the Dance Division. Credit to be determined in each case.

Credit variable, maximum 6 units. A&S: LA A&S IQ: HUM

#### L29 Dance 201E Theory and Technique of Modern Dance I

Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and video expand on theory embodied in the class work and give an historical overview of modern dance in the U.S. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

#### L29 Dance 202 Theory and Technique of Modern Dance II

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at two to three performances required. Prerequisite: Dance 201 or permission of the instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 203 Composition I**

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisite: Dance 201 or permission of the instructor; concurrent registration in a technique class required.

Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 208 Composition and Technique**

Introduction to dance composition supported by two modern or ballet technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prerequisite: Dance 201E or permission of instructor.

Credit 4 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 211 Yoga and Relaxation Techniques II**

A more vigorous yoga discipline incorporating flow series and held postures. This class concentrates on the movement and distribution of energy throughout the body. Prior yoga experience recommended.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L29 Dance 212E Introduction to Theater Production**

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.

Same as L15 Drama 212E

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L29 Dance 213 Improvisation I**

This course explores the process and art form of creative, expressive, spontaneous dance making. Students learn to move and respond simultaneously in the moment, developing skills of communication, observation, performance and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out-of-class projects.

Credit 1 unit. A&S: LA Art: HUM BU: HUM

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**L29 Dance 221 Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 222 Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on New York City Ballet as a repository for the choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.

Credit 2 units. A&S: LA A&S IQ: HUM BU: HUM

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**L29 Dance 226 Tap Dance: Beginning**

Instruction in basic tap steps and rhythms. Development of varied tap dance styles. Primarily a studio course with some assigned reading. No prerequisite dance training required.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L29 Dance 2340 Classical Dances of India**

An introduction to the classical dance of South India in its cultural context. Students learn to appreciate the Bharata Natyam style and to perform its basic movements. May be repeated once for credit.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L29 Dance 257 Dance Theater Production**

Experience in technical production. Required stage work includes two studio dance productions supervised by faculty. Prerequisite: Dance 212E.

Credit 1 unit. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 272 Introduction to American Musical Theater**

Students will be taught basic interpretation of musical theater repertoire. The student will learn to analyze and perform songs with regard to melody and musical form. Acting techniques will be developed through lyric interpretation. Students will also be introduced to basic audition practice and etiquette.

Same as L15 Drama 272

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L29 Dance 280 Hip-Hop Jazz**

Hip-hop jazz and music video dance combine in this exciting, high-energy course. Students learn elements from each of these dance styles and focus on how they have been adapted into pop culture choreography. This course is designed for students with at least one year of dance training. It is expected that by the end of the course, students have a greater knowledge of dance and dance terminology and an increased ability to perform set choreography. Primarily a studio course; some related reading assigned.

Credit 2 units. Art: HUM

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**L29 Dance 296 Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L29 Dance 297 Fundamentals of Jazz Dance**

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture. Prerequisite: one year of training in ballet technique or modern dance.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L29 Dance 300 Jazz Dance II**

Intermediate to high intermediate work in jazz dance technique, including choreographic phrases emphasizing stylistic clarity and more complex rhythmic structure. Variable content; may be repeated once for credit in a subsequent semester. Preference given to students registering for the first time. Prerequisite: Dance 297 or permission of instructor.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 301 Theory and Technique of Modern Dance III**

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 and recommendation of the student's previous WU instructor and permission of the course instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L29 Dance 3021 Theory and Technique of Modern Dance IV**

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 and recommendation of the student's previous WU instructor and permission of the course instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 303 Composition II**

A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisites: Dance 203 or 208 and permission of the instructor; concurrent registration in a technique course required.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 305Z Music Resources for Dance**

Analysis of Western (Europe, America), world (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.). Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisites: for dance students at the intermediate or advanced level.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 3071 19th- and 20th-Century Costume Design and History II**

Basic presentation of costume design from initial conception through final renderings. Development of drawing and painting techniques on design projects taken from plays set in the 19th and 20th centuries. History of costume and fashion silhouette will be illuminated through slide and video presentation of primary and secondary source materials.

Same as L15 Drama 3071

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L29 Dance 307A Stage Costumes: Prehistoric to 1800**

Basic presentation of costume design from conception through final renderings, development of drawing and painting techniques for the costume plate, and the history of stage costume in the principal periods and styles of drama from prehistoric periods through 1800.

Same as L15 Drama 307

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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**L29 Dance 308 Dance Composition Projects**

Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of one semester course work in composition or permission of the instructor.

Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM

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**L29 Dance 309 Composition and Technique II**

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class are expected. Prerequisite: Dance 201, Dance 203 or permission of instructor.

Credit 4 units. A&S: LA A&S IQ: HUM BU: HUM

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**L29 Dance 310 Dance Improvisation II**

Continuation of Dance 213. Prerequisites: Dance 213 or permission of instructor; concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.

Credit 1 unit. A&S: LA A&S IQ: HUM BU: HUM

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**L29 Dance 3101 Dance Improvisation: Spontaneous Composition & Performance Techniques**

Dance improvisation is a cumulative, integrative practice, applying every skill the performer can bring to the spontaneous present in which creative process and performance is simultaneously one and the same. In this course, students learn and create processes for improvising dance/performance art, with an aim toward developing integrated skill in: dance technique, intuitive movement invention, partnered dancing, collaborative process, performance presence/expressivity, and compositional form. Applications include improvising compositions for theatrical stage, site-specific venues, and for camera-based artistic mediums. Meets requirement for dance major. Prerequisite: Students must be qualified at 300 level in any genre of dance technique, or obtain special permission of instructor. This course is optimal for students who have previously taken Dance Composition (L29 203/208/303/309), and/or Contact Improvisation (U31 212), though they are not prerequisites. May be repeated once for credit.

Credit 1 unit. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 311 Modern Dance and the African-American Legacy**

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern-day classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet. Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L29 Dance 312 Accompaniment Techniques for Dance**

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from Western and non-Western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of social contexts. Students have opportunities to assist in accompanying modern dance classes. Minimum of two to three hours a week of individual practice and/or listening to recordings expected.

Credit 2 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L29 Dance 315 Dance Spectrum**

Introductory consideration of dance as a human activity with culturally specific forms and functions. The course material is multicultural and organized both thematically and chronologically. Topics include: dance as ritual and art, dance and politics, dance as reflection and subversion of gender norms, classical Asian dance forms, and a brief overview of the development of Euro-American theatrical dancing, especially ballet and modern dance. Seminar format with emphasis on discussion based on reading and extensive video materials. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM

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**L29 Dance 316E From Romantic to Postmodern Dance**

An overview of European and American theatre dance from the early nineteenth century to the present. Topics include: Isadora Duncan's work as transition and revolution, Orientalism in early modern dance and the Diaghilev Ballets Russes, the "reconstruction" of the dancer's body, gender issues in movement vocabulary, choreographic content and professional working conditions, the emergence of modernism and postmodernism in dance. Seminar format emphasizing discussion of reading and dance videos.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L29 Dance 319 Stage Lighting**

This course will place an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student will learn how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This will culminate in a stage design in collaboration with directing or dance class. Upon completion of the course, the student will be able to speak eloquently on design theory and be able to move on to further design study in Advanced Lighting Design: L15 410.

Same as L15 Drama 310

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L29 Dance 320 Alexander Technique**

Students of the Alexander Technique learn to recognize and change counter-productive habits. This skill enables dancers to take correction more effectively and to overcome stumbling blocks in technique and performance. Learning to allow natural postural reflexes to work improves length, balance and flexibility, providing a strong basis for dance technique. The result is the relief of excess tension, enhanced range of expression and the ability to have more choices about how one moves.

Credit 2 units.

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**L29 Dance 321 Classical Ballet: Intermediate I**

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of the instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA A&S IQ: HUM

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**L29 Dance 3221 Classical Ballet: Intermediate II**

Special emphasis on the development of adagio, allegro and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 3224 Intermediate Pointe Technique**

This course is designed for dancers with a basic foundation and understanding of pointe technique. The focus of the course is the strengthening of the overall presentation of the pointe technique while additionally developing the performance quality of the dancer. Variable content: may be repeated for credit in a subsequent semester. Corequisite registration in Dance 3221, 416 or 4291, and permission of the instructor.

Credit 1 unit. A&S: TH A&S IQ: HUM EN: H

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**L29 Dance 323 Topics in Theater**

Explores a variety of special interest topics in theater. Consult the Course Listings.

Same as L15 Drama 321

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 328 Contemporary Dance and the Michio Ito Method**

Primarily a technique course based on the structure of the Michio Ito class. Work includes contemporary modern dance technique, some balletic barre work, improvisation, and elements of the Michio Ito method. The course explores similarities and contrasts between practice and concepts in contemporary modern dance training and the Ito method, which emphasizes development of musicality, coordination and performing presence. Short readings and video material and one final project with both written and movement components. Prerequisite: upper-level placement in modern dance, ballet, or jazz.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

**L29 Dance 331 Movement and Meaning: Dance in a Global Context**

This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, influences social norms, political institutions, aesthetic ideals and cultural practices. As we compare dance forms across the globe, we will also examine issues of race, gender, sexuality and ethnicity, analyzing how dance literally embodies identity. At the same time, we will discover how contemporary unequal power hierarchies bear on our designation of some dance forms as "Western" and others as "world" or "ethnic." Tensions around assessment of authenticity/creativity, adaptation/appropriation, agency/resistance, and cultural hierarchies such as vernacular/modern, shift with social and political hegemony and with the individual's position as insider or outsider relative to ethnic self-identification and traditional forms of expression. The first part of the course introduces the student to different methodological approaches to studying dance. Throughout the semester, the usual process of the course will be discussion of assigned reading and viewing and analyzing together dance videos shown in class. A few dance workshops will be included (for which no previous dance training is necessary). Required work includes a few short assignments, a take-home midterm exam, a project on a topic of student's choice but related to course focus, a 20-minute presentation of student's project/paper, and a final take-home exam.

Credit 3 units. A&S IQ: HUM

**L29 Dance 332 Mind-Body: Integral Practices**

The mind and the body are not only connected, they are a fundamental unity, always functioning in a coordinated state. Whether or not we coordinate them well or badly is a choice we make, whether we are conscious of choosing or not. Many so-called "physical" exercises, activities and arts suffer from a lack of adequate skills of sensation, attention, perception and conscious control. Conversely, many so-called "mental" activities lack adequate awareness of the bodily underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of Self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class introduces students to "somatic," or "integral" practices — activities that are inherently more effective at developing the aspects of Self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (e.g., athletics, martial arts, dance, etc.) is preferable but not required.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

**L29 Dance 340 Ballet as Ethnic Dance and Classical Art**

This course examines the origins and major developments in ballet theory, technique and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues considered include: the influence of classic Greco-Roman theater on the themes, aesthetic ideals and theorization of ballet; analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the

conscious reformulation in the United States of European ballet as an equally American art form; the expansion of Euro-American "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion and video materials. Three five- to seven-page papers and final. No prerequisites.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: HUM

**L29 Dance 342 Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration**

This is a course designed to introduce the student to the intersections of creative, collaboration and critical thinking in Western Theatrical Dance. This course begins with a review of the literature on creativity, creative collaboration, the process of creating Western Theatrical Dance, and critical thinking. The course continues as an overview of these issues while presenting the intersection and interaction of these elements, which form the creative collaboration of Western Theatrical Dance. The students read from both texts and articles on creativity, creative collaboration, the process of creating Western Theatrical Dance in the 20th and 21st centuries, and critical thinking.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

**L29 Dance 343 West African Music and Dance in Context**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Credit 2 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

**L29 Dance 372 Advanced American Musical Theatre**

This course will focus on developing the acting, singing and dancing techniques required for performing in musical theater. The student will develop group pieces and will participate in scenes that explore character within a musical theater context. The class will culminate in a workshop performance. Prerequisite: Drama 221 and permission of instructor, by audition. Repeatable 1 time for credit.

Same as L15 Drama 372

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**L29 Dance 400 Dance Production Projects**

Students may receive credit for work on special dance-related production projects conceived by students and supervised by faculty. Contracts must be signed by the student, faculty supervisor, and the coordinator of Dance 400 before work on the project commences. Students should register for this course after work is completed. Prerequisite: permission of the dance faculty.

Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 401 Theory and Technique of Modern Dance V**

Emphasis on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work. Related reading and projects. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 with recommendation of the student's previous 302 instructor and permission of the 401 instructor. Students with class conflicts may, with the permission of the instructor, enroll for 2 rather than 3 units. Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM

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**L29 Dance 4021 Theory and Technique of Modern Dance VI**

Continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 401 with recommendation of the student's previous 401 instructor and permission of the 4021 instructor. Students with class conflicts may, with the permission of the instructor, enroll for 2 rather than 3 units. Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 403 Jazz III**

Jazz III is primarily a studio course based on traditional jazz with strong elements of ballet technique, hip-hop, Broadway and street jazz. The main focus of the class will be on increased technical proficiency and development as an expressive performer. The studio work will introduce exercises and movement phrases that challenge the dancer's skill level, and encourage a personal exploration that further enhances the dancer's individual expression and style. Studio work will be supported by individual research on the field of jazz dance. Prerequisites: High-Intermediate training in jazz dance technique and permission of the instructor. Credit 2 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 404 Composition IV**

The exploration of choreographic problems in small and large ensembles. Prerequisite: completion of Dance 303, senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units.

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**L29 Dance 4041 Composition III**

The exploration of choreographic problems for small and large ensembles. Prerequisite: senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units. A&S: LA A&S IQ: HUM

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**L29 Dance 407 Topics in Dance Techniques**

Explores a variety of special interest topics in dance techniques. Consult the course listings for the semester topic. Credit variable, maximum 3 units. A&S IQ: HUM EN: H

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**L29 Dance 413 Modern Dance and the African American Legacy II**

This course focuses on works by 2-3 renowned African-American choreographers. The selected choreographers are chosen for their contributions to the field of American modern dance based primarily on their explorations regarding the process and dynamics of building community — the sense of community as experienced through the lens of African-American

cultural values and aesthetics as it pertains to the creative process. Therefore, the course focuses on viewing the body as a site for the exchange of ideas concerning humanity. Students investigate these choreographers through learning excerpts of their choreography and choreographing personal responses, as well as through related readings, videos and independent research.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L29 Dance 414 Advanced Stage Lighting**

An advanced-level continuation of Drama 310. Emphasis is placed on design aesthetics and their application in a laboratory setting. Students explore color theory, lightboard programming and design analyses as well as execute a variety of finished projects. These projects cover a wide range of production styles and performance venues. Prerequisite: permission of instructor. Same as L15 Drama 410

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 415 High Intermediate Ballet I**

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance at and critical analysis of one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

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**L29 Dance 416 High Intermediate Ballet II**

A course designed for the high intermediate dancer in preparation for Dance 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prerequisites: B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 2 units. A&S: LA A&S IQ: HUM

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**L29 Dance 418 Variations in the Ballet**

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or Dance 4281 with some pointe training, and permission of instructor. Credit 1 unit. A&S: LA A&S IQ: HUM

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**L29 Dance 423 Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: concurrent registration in Dance 321 or 4281 and B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 1 unit. A&S: LA A&S IQ: HUM

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**L29 Dance 4234 Performing Knowledge: Arts Integration Pedagogy in Theory and Practice**

This course invites students interested in the performing arts to apply their talents to the K-12 classroom through a service-learning component that allows them to develop and implement an arts-integrated curriculum grounded in current research in the cognitive sciences. Divided into four units, the course begins with a survey of recent research in cognitive science that traces the effects of arts-related activities on brain development. The second unit builds upon that theoretical grounding, focusing

on a model of arts-integrated pedagogy developed through Harvard University's "Project Zero." The third and fourth units are practice-based, with students developing a lesson plan in a core subject area that incorporates the performing arts. Then — in consultation and collaboration with an Interchange artist-in-residence and a master teacher in the St. Louis or Normandy Public Schools — students implement their curriculum in a K-12 classroom, testing its efficacy as well as the theoretical assumptions upon which it is based. This course is open to all students across campus who have a strong interest and/or background in the arts, and who wish to explore opportunities in service learning.

Same as L15 Drama 4234

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L29 Dance 424 Pointe Technique

Designed for dancers with a basic foundation in pointe work. Concurrent registration in Dance 322 or 4291 and permission of instructor.

Credit 1 unit. A&S: LA A&S IQ: HUM

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#### L29 Dance 426 Performing the Political in American Dance

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings and discussion, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, our class will focus on concepts necessary to examining the convergence of performance and politics (such as representation, ritual, spectacle, body, mimesis, propaganda, etc.) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

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#### L29 Dance 4281 Classical Ballet III

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at one to two ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 3221 and Dance 415 or Dance 416.

Credit 2 units. A&S: LA A&S IQ: HUM

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#### L29 Dance 4291 Classical Ballet IV

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor, and B+ or better in 3221 and 415 or 416.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

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#### L29 Dance 446 The Japanese Theatre

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical

arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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#### L29 Dance 457 Dance Repertory

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. All students perform or understudy the choreographies. May be repeated for credit. Enrollment by audition. Prerequisite: concurrent registration in a technique class required.

Credit 1 unit. A&S: LA A&S IQ: HUM

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#### L29 Dance 458 Dance Repertory

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. May be repeated once for credit. Enrollment by audition. Concurrent registration in a technique class is required.

Credit 1 unit. A&S: LA A&S IQ: HUM

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#### L29 Dance 478 The Eye of the Mask: A Multicultural History of the Theater through Mask Making and Design

An exploration of the history of masks used in the theater. Topics will include drama of ancient Greece, the ancient No theater of Japan, the Italian theater of commedia dell'arte, the dance drama of Bali, the Venetian and Mardi Gras Carnival celebrations, and ritual and ceremonial masks of other cultures — Africa, Latin America and Asia — using the instructor's extensive collection of masks as primary research subjects. Projects include: an in-class presentation and research paper with 3-5 fully realized mask designs to be constructed within class and at an additional lab time to be discussed on the first day.

Same as L15 Drama 478

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L29 Dance 479 Fundamentals of Sound Design

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of, and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research oriented exercises as well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisite: Drama 212 and permission of instructor.

Same as L15 Drama 479

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L29 Dance 493 Senior Project

Specialized project in a selected area in dance. The student works individually under the supervision of a faculty member. Prerequisite: permission of the coordinator of the Dance Division. Credit variable, maximum 3 units.

### L29 Dance 499 Study for Honors

An honors thesis or performance and thesis project designed by the student, and supervised and assessed by a faculty committee. Prerequisites: senior standing, grade point of 3.65, and 3.65 in dance classes, and permission of the coordinator of the dance division.

Credit variable, maximum 6 units.

### L29 Dance 4990 Independent Work

Prerequisite: senior standing and permission of the coordinator of the dance division.

Credit variable, maximum 10 units.

## Drama

Students may select drama as a major through the Performing Arts Department (p. 705). This major combines the historical, cultural, theoretical and literary study of theater and performance with a full array of theater production courses, including acting, directing, performance art, design (set, costume, lighting, sound) and playwriting. The Performing Arts Department strongly believes in the mutually beneficial relationship between the study and the practice of theater. A major in drama provides an academically rigorous course of study — with a strong grounding in theater history, dramatic literature, performance studies and dramatic theory — that also develops students' knowledge of theater by means of practice.

The rigorous three-semester Theater Culture Studies sequence provides a solid background in history, literature and performance, and students take an additional three courses in theater and performance studies. Within theater arts, students choose courses in acting, directing, playwriting or design. Our theater arts courses, regularly drawing from playwrights such as Shakespeare, Chekhov and Beckett, are based on a liberal arts, rather than a conservatory, model.

We also offer a special study abroad program that can be credited toward the major. Since 1991, we have been holding a national summer program at Shakespeare's Globe in London, which consists of a 3-unit course on acting Shakespeare and a 3-unit course on Shakespeare studies, in addition to several master classes taught by Globe personnel.

**Contact:** Robert Henke  
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## Faculty

For a list of affiliated faculty, please visit the Performing Arts faculty (p. 706) page.

## Majors

### The Major in Drama

**Total units required:** 36

Total number of courses required: 12

These requirements apply to students matriculating in 2016 and later. Requirements for students who matriculated before 2016 can be found on the Prior Bulletins (<http://bulletin.wustl.edu/prior>) page.

### Theater Arts (TA) Requirements

**Five courses overall**

| Code   | Title                              | Units |
|--|------------------------------------|-------|
| Drama 212E   | Introduction to Theater Production | 3     |
| Drama 240E   | Acting I: Fundamentals of Acting   | 3     |
| Drama 343  | Fundamentals of Directing          | 3     |
| One additional upper-level course, 300-level or above, in Theater Arts |                                    |       |

- Plus one of the following:

| Code  | Title       | Units |
|---|-------------|-------|
| Drama 227   | Playwriting | 3     |
| or an introductory design course (as approved by department adviser or DUS) |             |       |

### Theater and Performance Studies (TPS) Requirements

**Five courses overall**

- Three courses in the Theater Culture Studies sequence. It is strongly recommended that these courses be taken in order:

| Code       | Title   | Units |
|------------|---|-------|
| Drama 228C | Theater Culture Studies I: Antiquity to Renaissance         | 3     |
| Drama 229C | Theater Culture Studies II: From Renaissance to Romanticism | 3     |
| Drama 365C | Theater Culture Studies III: Melodrama to Modernism         | 3     |

- Two upper-level electives, 300-level or above. It is strongly recommended that one of these two courses be a writing-intensive course taken in the junior year.

### Two Additional Courses

- One upper-level course (300 or above) in either TA or TPS
- The senior drama capstone, team-taught by one TA and one TPS faculty member, taken in the fall semester of the senior year: Drama 4452

## Minors

### The Minor in Drama

Units required: 18

#### Required courses:

| Code       | Title                              | Units |
|------------|------------------------------------|-------|
| Drama 212E | Introduction to Theater Production | 3     |

6 units from the Theater Culture Studies Sequence:

| Code       | Title   | Units |
|------------|---|-------|
| Drama 228C | Theater Culture Studies I: Antiquity to Renaissance         | 3     |
| Drama 229C | Theater Culture Studies II: From Renaissance to Romanticism | 3     |
| Drama 365C | Theater Culture Studies III: Melodrama to Modernism         | 3     |

#### Elective courses:

At least 9 credit units at the 300 level or above. No more than 3 units may be production credits.

### The Minor in World Music, Dance and Theater

For the world music, dance and theater minor, visit the Performing Arts (p. 707) page.

## Courses

Visit online course listings to view semester offerings for L15 Drama (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L15&crslvl=1:4>).

#### L15 Drama 115 Freshman Seminar: What is Art?

Great works of literature, cinema, painting, drama, music and dance provide us with new, provocative, and sometimes completely unexpected methods of perceiving reality. In this Freshman Seminar, we examine the meanings of art by looking at works which have radically altered or challenged the ways in which people saw the world around them — along with works which are doing the same today. In addition to analyzing texts in a classroom setting, this course also incorporates meetings with artists and directors practicing their crafts, and attendance at theatrical performances and museums both on and off campus. From Sophocles and Shakespeare to the most challenging avant-garde performances of today, "What is Art?" forces us to both question and understand how art makes us human — and how it complicates and enriches our understanding of the world. Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

#### L15 Drama 120 Freshman Seminar: Race and Performance

What does it mean to "act black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States, mostly in the 20th century. We examine novels (such as Nella Larsen's *Passing*), plays (such

as Anna Deavere Smith's *Fires in the Mirror*), and performances of everyday life (such as "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

#### L15 Drama 135 Freshman Seminar Ideation: Idea Generation

Ideation exists at all phases of a creative process: brainstorming, idea generation, innovation, prototyping, development and actualization. But Ideation is less like a line and more like a loop from observing to reflecting to making — and back again. It is a rarely understood but essential part of any creative or design process. Through collaboration and conversations with classmates, readings on the topic and group exercises, Ideation is a course that strives to define and demystify what we mean by "creativity," help students identify their creative strengths and weaknesses, encourage artistic experimentation of new ideas, establish methods of design thinking and make it clear that collaboration among varied backgrounds and disciplines is the key to coming up with creative solutions for complex problems. Successful companies such as IDEO led by visionaries in the form of Tim Brown and David Kelley have pioneered the notion of Design Thinking. "Design thinking" is defined as "the ability to combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to the context." This course encourages students to explore their collaborative talents in new ways that they find apply to virtually any discipline and career path: from A to Z.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

#### L15 Drama 175 Designing Creativity: Innovation Across Disciplines

Via a series of lectures from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts, Designing Creativity is a course that covers the study and practice of the creative process across many disciplines. From "Ah-ha" epiphanies to slow-developing discoveries, the creative process is employed by innovators and artists in virtually every corner of the globe. In this course, we explore the study of those processes by hearing from creatives in many fields with practice of those techniques via a lab component that allows students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates.

Same as I50 InterD 175

Credit 3 units. A&S IQ: HUM Art: FADM EN: H

#### L15 Drama 200 Theater Projects

Independent study. Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student, the faculty supervisor and the coordinator of Drama 200 before the student's work on the project commences. Credit and grade option are determined in each case.

Credit variable, maximum 3 units.

#### L15 Drama 2001 Acting

Independent study.

Credit variable, maximum 3 units.

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**L15 Drama 2002 Directing**

Independent study.

Credit variable, maximum 3 units.

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**L15 Drama 2003 Technical Theater**

Independent study.

Credit variable, maximum 3 units.

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**L15 Drama 2004 Voice, Speech**

Independent study.

Credit variable, maximum 3 units.

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**L15 Drama 2005 Literature, Theory, Criticism**

Independent study.

Credit variable, maximum 3 units.

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**L15 Drama 201 Black Theater Workshop**

Credit 3 units. BU: HUM

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**L15 Drama 212E Introduction to Theater Production**

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L15 Drama 214 Public Speaking: Embodied Communication**

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide-ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course expands its reach to include applicable techniques from the world of the Performing Arts — especially theater and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 2152 Performing Religion, Ritualizing Gender**

What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce students to key academic approaches to "ritual," "practice" and "performance," and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center around the very

same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).

Same as L57 RelPol 215

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L15 Drama 223 Cross-Cultural Women Playwrights**

This course provides an introductory survey of the work of African-American, Caribbean-American, Asian-American and Native American women playwrights. We explore the playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving and occasionally terrifying as they chart for contemporary theater the intersection of race and gender in performative terms. Playwrights addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez and Velina Hasu Houston.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L15 Drama 227 Playwriting**

An introductory course in playwriting. Limited to eight students. Prerequisite: Writing 1 and permission of the instructor.

Same as L13 Writing 224

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L15 Drama 228C Theater Culture Studies I: Antiquity to Renaissance**

Required of the drama major. An examination of ancient, medieval, and Renaissance theater and performance. Close reading of dramatic texts written by such authors as Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Marlowe, Shakespeare, and Jonson, with attention also given to the collaborative theaters of the medieval period (the Corpus Christi play) and the Italian Renaissance. In tandem with the close study of dramatic literature, we study theater history (playing spaces, costumes, actors, etc.) and performance (ritual, performances of everyday life, etc.) from antiquity to the Renaissance.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L15 Drama 229C Theater Culture Studies II: From Renaissance to Romanticism**

This course provides a survey of theater history from the early 17th through mid-19th centuries, covering plays, theories of drama and acting, and the material conditions of theatre production. We explore events in Asia, the Americas and Europe with particular attention to the Baroque era, Sentimentalism and Romanticism. The central objectives of the course are 1) to teach students to analyze plays in complex and creative ways, and 2) to cultivate understanding of the ways theater and performance practices reflect the philosophical ideas, aesthetic values, and sociopolitical realities of their historical context — even as these practices sustained and challenged such ideas, values and realities.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

**L15 Drama 230 Topics in Theater**

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings.

Credit 3 units. A&S: LA

**L15 Drama 239 Performance and Culture**

What are Lady Gaga & Beyonce doing? How do young men and women in poverty use performance for survival? Why do we create performance and for whom? In this class we apply the vocabulary and concepts of Performance Studies to social and theatrical worlds, understanding performance broadly: from popular culture to everyday life to theatre. To understand performance, we look closely at ethnographies, plays and literature. Subjects span a range of topics: racial impersonation, drag/house balls, celebrity culture, reality television, black-latino theatre, and slam poetry. Key course questions: How does performance inform everyday culture? How does culture inform popular culture and theatrical performance? This course takes seriously the "doing" and the "undoing" of things — as culture shifts, transforms and adjusts as bodies engage in the art of performance.

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

**L15 Drama 240E Acting I: Fundamentals of Acting**

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work and vocal production skills are developed using monologues, scene work and exercises. These skills also should provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

**L15 Drama 250 Topics in Stage Movement**

This is a rotating topics course on movement for actors.

Credit 3 units. A&S: LA A&S IQ: HUM

**L15 Drama 2503 Introduction to Performance Art**

The focus of this course is on the history, theory and practice of performance art and performance theater. The class engages in exercises that generate text, movement, sound and performance scores. Students create original performances that incorporate contemporary critical concepts. Performance production is supplemented by readings and videos that introduce the history and theory of experimental performance and work by specific performance artists.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

**L15 Drama 256 Contemporary Comedy: Stand-up, Sketch and Improv**

The U.S. is in the midst of a second comedy boom. The first boom, during the 1980s, turned stand-up comedy into a major force in American entertainment, creating stars like Jerry Seinfeld, Eddie Murphy and Ellen DeGeneres. The second, defined in part by new social media, podcasting, and online digital video, is remaking the way comedians find their voices

and their audiences. But even as Louis C.K., Natasha Leggero, Aziz Ansari, Rob Delaney and others chart new paths through a dynamic media landscape, live performance is still the heart of the modern comedy universe. This class is a detailed survey of the contemporary American comedy scene, in select historical context. Pioneering artists from vaudeville and the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in today's comedy business, and modern philosophical perspectives on comedy are read and discussed (though we studiously avoid explaining jokes). Topics include alt-comedy, "blue collar" comedy, anti-comedy, heckling, joke theft, twitter, podcasting, the "scenes" of New York, L.A., San Francisco, and major clubs and festivals. Sketch unit covers *The State*, *Mr. Show*, *Tim and Eric*, and *Key & Peele*; Improv unit covers Del Close, Groundlings and Upright Citizens Brigade.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

**L15 Drama 257 Dance Theater Production**

Experience in technical production. Required stage work includes two studio dance productions supervised by faculty. Prerequisite: Dance 212E.

Same as L29 Dance 257

Credit 1 unit. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

**L15 Drama 272 Introduction to American Musical Theater**

Students are taught basic interpretation of musical theater repertoire. The student learns to analyze and perform songs with regard to melody and musical form. Acting techniques are developed through lyric interpretation. Students also are introduced to basic audition practice and etiquette.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

**L15 Drama 295 Portfolio Review**

This course is intended as a one-hour credit to meet every Friday for two contact hours. While the main focus of this course is to dedicate time to learning and preparing a solid professional portfolio, résumé and webpage, this class also trains the students how to interact and conduct themselves through the interview process. We review numerous résumés from industry professionals, develop our own, develop both physical and digital portfolios consisting of students' academic and professional work, and culminate in building a strong and evocative webpage. Upon completion, the student has a solid understanding of the theater job market and be ready to face the world.

Credit 1 unit. A&S: LA A&S IQ: HUM EN: H

**L15 Drama 296 Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units.

**L15 Drama 300 Production Practicum**

Practicum experience in technical theater. Available positions include stage manager; publicist; assistant designer for costumes, scenery or lighting; or crew head of props, sound and makeup design.

Credit variable, maximum 2 units.

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**L15 Drama 3011 History of African-American Theater**

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theater and minstrels; black theater movement and other ethnic theater movements in America.

Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, Langston Hughes and Zora Neale Hurston's *Mulebone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

Same as L90 AFAS 301

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art:

HUM BU: HUM EN: H

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**L15 Drama 304 Makeup for the Stage**

Introduction to techniques for the alteration of the face through makeup to create convincing illusions of character. Individualized selection and personal application of makeup appropriate to the actor's face. Students are required to purchase a makeup kit.

Credit 2 units. A&S: LA A&S IQ: HUM

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**L15 Drama 307 Stage Costumes: Prehistoric to 1800**

Basic presentation of costume design from conception through final renderings, development of drawing and painting techniques for the costume plate, and the history of stage costume in the principal periods and styles of drama from prehistoric periods through 1800.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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**L15 Drama 3071 19th- and 20th-Century Costume Design and History II**

Basic presentation of costume design from initial conception through final renderings. Development of drawing and painting techniques on design projects taken from plays set in the 19th and 20th centuries. History of costume and fashion silhouette is illuminated through slide and video presentation of primary and secondary source materials.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L15 Drama 3072 Designing for Theater and Fashion**

One of the most thrilling things students learn in costume and fashion design is pattern making. It provides students with the tools to design garments without the restrictions of commercial patterns. It's essential knowledge for any designer who wants to be able to create their art. Much of what students learn in this class is of special use for historic costume design.

Credit 3 units. A&S: LA

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**L15 Drama 309 Stage Technology**

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments and research-oriented project work. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 310 Stage Lighting**

This course places an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student learns how

to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This culminates in a stage design in collaboration with directing or dance class. Upon completion of the course, the student is able to speak eloquently on design theory and be able to move on to further design study in Drama 410 Advanced Lighting Design.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L15 Drama 311M Scenic Design**

An introduction to the process of scene design, as it relates to aesthetics, dramatic literature, collaboration and production.

Projects involve design conceptualization, documentation, graphics and realization. Prerequisite: L15 212E.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L15 Drama 314 Voice-Speech Laboratory**

Fundamentals of speech for the stage focusing on breath support, resonance, articulation and speech as an expression of an individual's needs. The course includes an introduction to stage dialects. Preference given to majors.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 3201 Concepts in Theater Architecture and Performance Space**

Can a cloakroom or a stairwell become a theater? How do site and placement affect the meaning potential of performance? How does contemporary environmental staging conjure a world different from that of the modern box set, the baroque perspective stage or Shakespeare's Globe? We engage such questions by drawing on theory, history and hands-on creation to examine historical, actual and potential performance spaces. Readings in architectural and dramatic theory, theater history, performance studies and philosophy provide both a critical descriptive vocabulary and a conceptual repertoire for use in creative class assignments — both informing students' investigations of actual theaters or other performance — ready spaces and provoking their creation of experimental performance spaces. Readings cover semiotic, materialist and situationist approaches to space, as well as concepts including site specificity, space vs. place, framing, perspective, miniature, the door, the curtain, the cloakroom and the monument.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L15 Drama 321 Topics in Theater**

Explores a variety of special interest topics in theater. Consult the Course Listings.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L15 Drama 3212 Topics in Theater**

Rotating topics course.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L15 Drama 3221 Traditions of Italian Theater**

A multidisciplinary course focusing on a significant aspect of Italian culture. The topic differs from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Prerequisite: previous or concurrent enrollment in Ital 307D.

Same as L36 Ital 322

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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**L15 Drama 3227 Devising, Adaptation, Docudrama**

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into three units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance. Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

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**L15 Drama 323 Topics in American Drama**

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama. Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 3301 Performing Gender**

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan and others help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up and pop culture phenomenon. We raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multimedia performances and the representation of lesbian desire. Prerequisite: Any 100-level Women, Gender, and Sexuality Studies course. Credit 3 units. A&S: LA, SD A&S IQ: HUM, SD BU: BA EN: H

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**L15 Drama 332 Comedy**

An exploration of the theory and practice of comedy in the Greco-Roman world. Readings include examples of iambic (mocking) poetry, comic theatre, satiric verse and prose fiction, as well as philosophical discussions of the relationship of humor and laughter to human behavior and values. As comedy in all contexts engages and shapes cultural values just as much as "serious" literature does, its history and reception raise major social and aesthetic issues. Critical topics include: how ancient thinkers imagined comedy's historical "birth," how public comic performances may have encouraged either social cohesion or disruption, how communities defined "beneficial" and "offensive" humor, and how ancient elite writers and readers felt about the often lowbrow and obscene content of "classic" comic literature. Combination of lectures and discussions. Same as L08 Classics 386 Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L15 Drama 336 Modern Drama**

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**L15 Drama 3361 Modern Drama, 1945 to the Present**

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and

theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.

Same as L14 E Lit 3361

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L15 Drama 338 Physical Theater: An Exploration of Viewpoints and Suzuki Training**

In this course students study two very different but complementary styles of movement training. Developed by the Saratoga International Theatre Institute, this method of actor training combines the improvisational exploration of time and space through "Viewpoints" with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students gain flexibility and strength and enhance their creative potential by balancing these seemingly opposing methods. Prerequisite: Drama 341 Acting II Fundamentals of Movement or Dance 106E Introduction to Dance as a Contemporary Art Form. Credit 3 units. A&S: LA

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**L15 Drama 340 Topics in Stage Movement**

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E or permission of instructor. Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L15 Drama 341 Acting II**

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors. Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 3412 Acting II — Acting Styles in Theory and Practice: Modern**

This 5-unit class fulfills both one theater studies and one theater arts requirement for the major. It combines fundamental actor training with dynamic, performance-oriented study of the stylistic foundations of modern acting. Text-based scene study that emphasizes the integration of voice and body and playing of actions is paired with units on contemporary and historical acting styles that give context to modern acting practice. Class units cover practical aesthetics and tactical choices for actors interpreting texts, as well as theories of the body in performance ranging from early modern notions of electric and vital passions, to oratorical gesture, Stanislavski, biomechanics, Brechtian alienation, and postmodern practices including documentary theater and cross-media mimesis. Since it fulfills both the Acting II requirement and a Theatre Studies requirement for the major, the class incorporates research, writing and critical thinking assignments. However, in keeping with the notion that performance constitutes a type of research outcome, student research projects involve kinetic elements. Acting styles are researched in archival sources and embodied in studio exercises and creative student projects.

Credit 5 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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#### L15 Drama 342 Acting III

Emphasis on characterization while working with a diversity of playwriting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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#### L15 Drama 343 Fundamentals of Directing

The process of play directing from the selection of a script through production. Prerequisites: Drama 212E and 240E and permission of instructor. Preference given to Drama majors.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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#### L15 Drama 347 Shakespeare Globe Program: Acting

This Acting Shakespeare course is paired with Drama 3472 as part of a four-week summer intensive program held at the Shakespeare's Globe Education Centre in London. This course, as well as the companion Text and History course (Drama 3472), is taught by a Washington University faculty member, and the program also draws heavily on British theater professionals and educators from Globe Education, who teach a set of short courses on movement, voice, textual analysis, historical context, monologue performance and stage combat. Frequent access to the Globe stage allows actors to work in a spatial configuration very similar to that once used by Shakespeare's company itself. The course culminates with performances of scenes and monologues on the Globe stage. Application process must initiate through the Performing Arts Department office.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 3473 Shakespeare and Early Modern Performance

Paired with Drama 347 Shakespeare Globe Program: Acting, this course uses the resources of London and the Globe Theatre as departure points for an examination of Shakespearean performance in its historical and cultural context. We pay close attention to the dramatic text: meter, style, metaphorical language, dramatic composition, rhetoric, genre, etc. We consider such topics as Shakespeare's playing spaces, the actor-audience relationship in the Globe Theatre, acting, movement, original rehearsal practices, the boy actor, costumes, sound, music, props and the culture of the Bankside (bear-baiting, taverns, violence, prostitution, etc.).

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L15 Drama 3491 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Same as L53 Film 349

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L15 Drama 361 Stage Management

A practical approach to the study of theater stage management focusing on organizational and communication skills.

Workshops, lectures and discussion; guest speakers and field trips covering the pre-production, rehearsal and performance periods; labor relations/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.

Credit 3 units. A&S: LA

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#### L15 Drama 365C Theater Culture Studies III: Melodrama to Modernism

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" which plunged its spectators into a mythical realm, or a petri dish which analytically presented the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theatre, and the Theatre of the Absurd), we read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht, and Beckett to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of modernity.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: ETH

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#### L15 Drama 367 Introduction to Drafting for the Theater

This course provides the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student masters all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student is required to purchase a drafting board and related drafting materials.

Credit variable, maximum 3 units. A&S: LA

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#### L15 Drama 368 Black Theater Workshop III

A performance-oriented course that explores the black experience through acting, directing and playwriting. Students develop through classroom improvisation short performance pieces during the semester. They also are required to attend three to five plays. Each student must participate in a final performance which is in lieu of a written final examination.

Credit 3 units. A&S: LA, SD A&S IQ: HUM, SD Art: HUM EN: H

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#### L15 Drama 372 Advanced American Musical Theater

This course focuses on developing the acting, singing and dancing techniques required for performing in musical theater. The student develops group pieces and participates in scenes that explore character within a musical theater context. The class culminates in a workshop performance. Prerequisites: Drama 221 and permission of instructor, by audition. Repeatable one time for credit.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L15 Drama 373 Issues in Theater and Performance Studies**

Explores a variety of special interest topics in theater and performance studies. Consult the Course Listings.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI EN: H

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**L15 Drama 374 Theories of Modern Drama**

What makes modern drama "modern?" How does it differ from the drama of other cultural movements? When does the modern period begin? This course takes up such fundamental questions in order to examine not only the influential plays that have come to define the "canon" of modern drama, but the various theories that have been proposed as a way of understanding them in relation to the history of Western culture. From Friedrich Nietzsche's *The Birth of Tragedy* to Walter Benjamin's thesis on the Trauerspiel to Emile Zola's *Manifesto on Naturalism* in the theater, we start by considering when modern drama begins and what constitutes its defining features. With such provisional definitions in place, we then engage the responses of fellow modernists such as Richard Wagner, William Archer, T.S. Eliot, Bertolt Brecht, Georg Lukacs and Theodor Adorno. We also consider whether so-called postmodern drama has broken with the modern period to introduce something altogether new, and how recent debates concerning interculturalism, the ideology of form and performance invite new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L15 Drama 3751 Methods & Visions: America, Real & Imagined: The Curious Cases of Broadway & Hollywood**

Required course for AMCS majors. Refer to semester listing for current topic. As a Writing Intensive course, this course serves as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L15 Drama 379 Expressionism in Theater and Film**

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we consider its cultural, political and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L15 Drama 392E Greek and Roman Drama**

Survey of the tragic and comic dramas produced in Ancient Greece and Rome. Study of the plays' religious and civic performance contexts, responses of the ancient audiences, and literary interpretations.

Same as L08 Classics 392E

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L15 Drama 393 The Tragic Muse**

Intensive study of the major tragic playwrights of Ancient Greece (Aeschylus, Sophocles and Euripides) and some of their imitators and critics in the Western tradition. We consider tragedy's origins, its literary elements and theory, its performance and religious contexts, and its social functions. Lectures with discussions.

Same as L08 Classics 393

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 3950 American Musical Film**

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. Required screenings.

Same as L53 Film 359

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 3975 Wolves of Wall Street: American Business and Popular Culture**

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's *Wall Street* seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This new course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like *The Great Gatsby* and *Death of a Salesman*, to popular musicals such as *How to Succeed in Business without Really Trying* and *The Producers*.

Same as L98 AMCS 3975

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L15 Drama 400 Theatrical Rendering for Scenery**

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes and figure drawing are rendered during a two-hour studio format with some additional studio time required. Materials are provided by students.

Credit 3 units. A&S: LA

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**L15 Drama 4001 Computer-Assisted Design for the Theater**

This course is an in-depth study of how computers can assist designers in drafting and rendering processes. Primary study is focused on the program Vectorworks. We fully explore the use of this program in development of scenic and lighting design projects from basic line drawings to fully rendered 3D images. Other programs covered are Autocad, Google

Sketch Up, AG132, Photoshop CS3 and some lighting design previsualization software. Projects are centered on theatrical applications and based on students' imaginations.  
Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 403 Dramaturgical Workshop

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturges not only pursue the study of dramaturgy, but work actively and collaboratively with playwrights, actors and each other. Prerequisite: Drama 343.  
Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM

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#### L15 Drama 4031 Black and White in American Drama

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: junior standing, two 300-level courses or better.  
Same as L14 E Lit 403  
Credit 3 units. A&S: TH Art: HUM

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#### L15 Drama 404 Topics for Writers: Beckett

*Waiting for Godot, Happy Days, Krapp's Last Tape*: These are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays are examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *Endgame*. Course is intended for writers with some experience of the dramatic form. Intending students *must* interview with instructor Nov. 12-14.  
Same as L14 E Lit 404  
Credit 3 units. A&S: LA Art: HUM

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#### L15 Drama 4081 Theater for Social Change

Drawing upon the principles and teachings of Brazilian director Augusto Boal, students explore ways of effecting positive social change in a theatrical context. Students study the aesthetic of Boal's *Theatre of the Oppressed* and learn various games and exercises designed to mine issues of social (in)justice. Using Boal's techniques of "image" and "forum" theater, students then create and perform plays focused on these issues. This public performance is an interactive event offered for and with the university community. No prior performance training or experience is required for this course.  
Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 4082 Advanced Theater for Social Change

This course is a continuation of exploration begun in Drama 4081, Theater for Social Change: a prerequisite for this advanced course. Students expand from exploring their own experience with oppression to facilitating that exploration with others. Students are introduced to the "Joker" system, developed by Brazilian director Augusto Boal. The Joker is the director of a forum theater event. He leads both the exploration and playmaking phases of the process. In preparation for stepping into this role, students read Paulo Freire's *Pedagogy of the Oppressed* which gives them a foundation in the power and efficacy of collaborative educational techniques. In addition, students read *Theatre for Living*, Canadian director David

Diamond's book detailing his application of Boalian techniques in a less overtly oppressive society. Students begin their practical exploration by first working with one another, learning how to lead exercises and games, followed by an exploration of playmaking and the facilitation of an interactive forum theater event. The course culminates in an outside project in which each student is placed with a St. Louis area school or social organization. The student applies skills they have acquired throughout the semester by serving as the "Joker" of the workshop. In this role, the student leads the entirety of the workshop process with a selected group exploring ways of effecting positive social change in a theatrical context. The student facilitates exercises with the group that mine a chosen area of oppression with which the group is grappling. The student guides playmaking with the group that highlights this area of oppression. The resulting plays are presented then to the larger school or organization community. This culminating event is an interactive forum theater presentation that the student leads as "Joker."

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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#### L15 Drama 409 The Modernist Revolution in the Arts

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the 20th century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Postmodern age? This course examines these and other questions as they relate to the theater, prose, poetry and the visual arts. Our investigation focuses on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism and Expressionism. We examine literary manifestoes that help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course is an interdisciplinary perspective. Among the luminaries whose work is considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka and Beckett.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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#### L15 Drama 410 Advanced Stage Lighting

An advanced-level continuation of Drama 310. Emphasis is placed on design aesthetics and their application in a laboratory setting. Students explore color theory, lightboard programming and design analyses as well as execute a variety of finished projects. These projects cover a wide range of production styles and performance venues. Prerequisite: permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 4101 Lighting Technology

Lighting Technology is an extremely hands-on approach to learning how the top industry designers create major shows and concerts with the most state-of-the-art equipment. We spend a considerable amount of time learning how to use and program robotic/moving lights, LED fixtures and video integration for use in drama, dance, musical and concert settings. The student gains intensive training in the use and programming of the ETC Express, ETC Ion and GrandMA 2 Light consoles with a full range of Vari\*Lite robotic fixtures. In addition, the student receives training in Isadora, a very powerful video design program. Due to the amount of programming time required outside of class, this is a 4-credit lab course. Prerequisites: Drama 212 and Drama 310.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L15 Drama 412 Advanced Practicum in Technical Theater**

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.

Credit variable, maximum 3 units. A&S: LA

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**L15 Drama 4121 Advanced Practicum in Technical Theater: Scene Painting**

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction and advanced problems. Realized paint work on Performing Arts production is part of the course. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA EN: H

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**L15 Drama 413 Costume Rendering and Design**

An exploration of media and rendering techniques used in producing an effective costume design. Basic figure drawing, proportion, color, concepts, exaggeration and period style. Drawing and painting materials are provided by student.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 416 Period Style and Design History**

Examination of period styles as they relate to theatrical design and history. Study of architecture, furniture and props from Greek to contemporary periods. Prerequisite: Drama 212E.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L15 Drama 421 Costume Construction and Design**

Practical techniques in theatrical costume construction, including patternmaking, cutting and draping, and execution of design concepts. Research and design projects culminate in finished period garments and related accessories. Topics explored include corsetry and foundation garments, millinery, mask making, and dyeing and painting. Prerequisite: Drama 307 or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L15 Drama 422A Film Stardom, Performance and Fan Culture**

This course focuses on the Hollywood star system. We explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We examine the performance element of stardom and its relationship to genre, style and changing film technology. Also of concern is how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis is placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings. Same as L53 Film 422

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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**L15 Drama 4234 Performing Knowledge: Arts Integration Pedagogy in Theory and Practice**

This course invites students interested in the performing arts to apply their talents to the K-12 classroom through a service-learning component that allows them to develop and implement an arts-integrated curriculum grounded in current research in the cognitive sciences. Divided into four units, the course begins with a survey of recent research in cognitive science that traces the effects of arts-related activities on brain development. The second unit builds upon that theoretical grounding, focusing on a model of arts-integrated pedagogy developed through Harvard University's "Project Zero." The third and fourth units are practice-based, with students developing a lesson plan in a core subject area that incorporates the performing arts. Then — in consultation and collaboration with an Interchange artist-in-residence and a master teacher in the St. Louis or Normandy Public Schools — students implement their curriculum in a K-12 classroom, testing its efficacy as well as the theoretical assumptions upon which it is based. This course is open to all students across campus who have a strong interest and/or background in the arts, and who wish to explore opportunities in service learning.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L15 Drama 4261 Performing the Political in American Dance**

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings and discussion, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, our class will focus on concepts necessary to examining the convergence of performance and politics (such as representation, ritual, spectacle, body, mimesis, propaganda, etc.) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Same as L29 Dance 426

Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

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**L15 Drama 431 English Drama Exclusive of Shakespeare to 1642**

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theatres.

Same as L14 E Lit 431

Credit 3 units. A&S: TH Art: HUM

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**L15 Drama 432 Topics in Renaissance Drama**

A study of Elizabethan and Jacobean theatrical culture — the plays, players, playwrights and audiences of public theaters, private theaters and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster and Shakespeare.

Same as L14 E Lit 432

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L15 Drama 435 Expressionism in the Arts**

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theater from Wedekind to Toller and Kaiser and such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brucke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg and Lang. Prerequisite: Drama 208E, Drama 336 or permission of instructor.

Credit 3 units. A&S: TH Art: HUM

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**L15 Drama 436 Seminar in Comparative Drama**

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character and thought, and attempt to apply them to drama up to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices and perspective. Brecht's theory of "epic drama" form the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation.

Same as L16 Comp Lit 436

Credit 3 units. A&S: TH Art: HUM

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**L15 Drama 437 Performing Ghosts: Blackness, Performance, and Archival Erasure**

Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affective terrors against blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral and archival. Moving across theoretical works, literature and theater, our readings differently query: How can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects "tracked" by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally "insanity," and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enfleshment) without live bodies? By rethinking "liveness," "absence," "loss" and "remains," the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.

Credit 3 units. A&S IQ: HUM, SD

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**L15 Drama 4370 Music and Performance**

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music

Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Same as L98 AMCS 4370

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L15 Drama 440 Acting IV**

Acting IV synthesizes the student's performance training; creative and scholarly writing skills; and knowledge of dramatic literature. The advanced acting student is encouraged to develop and articulate his/her own aesthetic convictions. The course includes intensive solo performance projects, including writing and performing original monologues. Also, significant emphasis is placed on preparing the student for the work of professional acting, including workshops on audition monologues, head shots, résumés and economic issues. In addition, the students become familiar with various American theater cities, the regional theater system, and prominent working theater artists. The course closes with a public performance of the original, scripted and audition material developed over the semester. Prerequisite: Drama 342.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 444 Directing II**

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 445 Seminar**

Rotating upper-level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 4452 Senior Drama Capstone: Manifesto Now**

This capstone course invites students to synthesize their critical, historical and theoretical studies of theater and performance by exploring in-depth the theatrical manifesto. Theater history is littered with declarations of theatrical vision, from the Italian Futurists of the early 20th century to the feminist collectives of the 1970s to the 21st-century drag queen and music theater innovator, Taylor Mac. Together, we explore the manifesto as both form and performance, as well as their competing visions of the roles and responsibilities of the theater artist to the society in which they work and live. Naturally, we also attempt our own manifestos, putting into words our own deep convictions about the theater and its importance in our contemporary world.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L15 Drama 446 Japanese Theater**

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we

are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art:

HUM

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#### L15 Drama 448 The History of Theater Design

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or Drama 208C, and Drama 212E. Credit 3 units. A&S: TH Art: HUM

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#### L15 Drama 449 Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and studies texts that enunciate what theater is, has been, and should be. We study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include: accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's *Poetics*, Bharata's *Natyasastra*, and Horace's *Ars Poetica*. The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural U.S. (Parks). Along these same lines, we also are attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Though focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, the course also positions play scripts alongside the theoretical treatises that guide or are guided by them. Credit 3 units.

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#### L15 Drama 450 Advanced Scene Design

Advanced projects in scene design including drafting, rendering, model building and conception. Prerequisite: Drama 311M or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 4505 Playwright's Workshop

This course offers an organized independent study for advanced students in playwriting. The class is structured by the participants. Prerequisites: Drama 227 Playwriting, Drama 473 Advanced Playwriting and permission of instructor. Credit 3 units.

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#### L15 Drama 451 Topics in Period Style: Baroque Opera and Neoclassical Style

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and

Romans. Primary sources used are paintings, sculpture and renderings for Baroque operas, as well as rare artifacts which exist from that time as these sources relate to classical evidence extant in that period. Secondary sources are journal articles and records of fully staged productions of intervening years. Primary interest is retracing the thought processes of the designers of Baroque opera. Focus is on Purcell's *Dido and Aeneas*, looking at the libretto and its relationship to source texts, both ancient and contemporary, and also its place within the cultural history of the theatre. Projects include: in-class presentations and a research paper or fully realized design project.

Credit 3 units. A&S: LA A&S IQ: HUM

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#### L15 Drama 453 American Drama

Topics in American Drama.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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#### L15 Drama 455 Practicum in Arts Management

Assigned work and projects under faculty supervision in Washington University's Edison Theatre or off-campus cooperating institutions. Prerequisite: permission of instructor. Credit variable, maximum 3 units.

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#### L15 Drama 456 A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer

The image of the madman and the theme of insanity have been extraordinarily captivating to theater artists from the Greeks to the present. In this course we consider some of the most remarkable examples from the classical period, including Sophocles' *Ajax* and Euripides' *Medea* and *The Bacchae*, and the Renaissance (*Hamlet*, *Othello*, *The Spanish Tragedy*, *The Duchess of Malfi*, *Life is a Dream*). We investigate these works both for what they tell us about the image of the madman in the historical period and culture in which they were written as well as in order to closely examine the texts themselves. We also examine plays from the 19th and 20th centuries, including Buchner's *Woyzeck*, O'Neill's *Emperor Jones*, Anouilh's *The Madwoman of Chaillot*, Miller's *Death of a Salesman* and Shaffer's *Equus*. Finally, the course makes extensive use of the Performing Arts Department's production of Peter Weiss' extraordinary work *Marat/Sade* and incorporate theoretical writings such as Michael Foucault's *Madness and Civilization* into discussions.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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#### L15 Drama 459 The Filmed Stage Play

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time point of view, spectator position and performance in the two art forms. Prerequisite: permission of the instructor.

Credit 3 units. A&S: TH

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#### L15 Drama 460 The Creative Impulse

Developed with the director and designer in mind, this course encourages imaginative theater making by developing the student's own sense of creative confidence and ability, by expanding the source options for artistic inspiration, by recognizing and valuing the synergistic properties of transcendent theater making, and by strengthening the collaborative skills essential to the art. The course includes creativity exercises, comprehensive forms of text analysis, exploration of other art forms, cooperative conceptual projects, and field trips to area productions and museums. Students is

expected to complete several individual projects, presentations and research papers, as well as intensive small-group projects. Prerequisite: one of the following courses: Drama 307, 310, 311 or 343.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 465 The Chinese Theater**

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended.

Same as L04 Chinese 467

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L15 Drama 469 Topics in Shakespearean Production**

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L15 Drama 4691 Shakespeare and Early Modern Performance**

Credit 3 units.

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**L15 Drama 471 Millinery Design and Construction**

A practical course exploring the basic techniques and different methods of constructing hats and accessories. Students work with a variety of materials including buckram, straw, felt and wire that they purchase. Research and design projects culminate in the construction of several projects in class. Prerequisite: Drama 307 or 421 or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L15 Drama 473 Advanced Playwriting**

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft — i.e., the playground of language, nonverbal options, and the maintaining of "the work" through rewrites, readings, workshops and productions. Prerequisite: Drama 227.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L15 Drama 474 Acting Theories**

This course explores in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems and methodologies are studied. The survey operates chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select

major stage actors are explored as well. In some cases, directing theories that have had major influence on acting theory are examined.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L15 Drama 478 The Eye of the Mask: A Multicultural History of the Theater through Mask Making and Design**

An exploration of the history of masks used in the theater.

Topics include drama of ancient Greece, the ancient No Theater of Japan, the Italian theater of commedia dell'arte, the dance drama of Bali, the Venetian and Mardi Gras Carnival celebrations, and ritual and ceremonial masks of other cultures: Africa, Latin America and Asia, using the instructor's extensive collection of masks as primary research subjects. Projects include: an in-class presentation and research paper with three to five fully realized mask designs are constructed within class and at an additional lab time discussed on the first day.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L15 Drama 479 Fundamentals of Sound Design**

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research-oriented exercises as well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisites: Drama 212 and permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L15 Drama 487 Theater Culture Studies Seminar**

Rotating upper-level topics course. Topics come from Theater Culture Studies sequence.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI

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**L15 Drama 493 Senior Project**

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.

Credit 3 units.

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**L15 Drama 497 Performance Theory**

This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multidisciplinary perspective, students consider how cultures produce meanings — and, indeed, perform those meanings — to create and/or disrupt their own social coherence. Theories likely to be studied include: J.L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform "theater studies" into "performance studies;" Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of "performance art;" and Judith Butler's influential revision of Austin's performative in her theory of queer "performativity."

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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#### L15 Drama 499 Study for Honors

Prerequisites: senior standing, a cumulative and a major GPA of 3.5, and permission of the chair of the Performing Arts Department.

Credit variable, maximum 6 units.

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#### L15 Drama 4990 Independent Work

Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student and the coordinator of Drama 500 before the student's work on the project commences. Credit and grade option to be determined in each case. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 6 units.

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#### L15 Drama 4991 Acting

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

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#### L15 Drama 4992 Directing

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

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#### L15 Drama 4993 Technical Theater

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

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#### L15 Drama 4994 Voice, Speech

Independent study.

Credit variable, maximum 3 units.

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#### L15 Drama 4995 Literature, Theory, Criticism

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.

Credit variable, maximum 3 units.

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## Earth and Planetary Sciences

For students interested in studying the world beneath their feet, or worlds farther away, the Department of Earth and Planetary Sciences provides the tools for understanding the processes that shape our planet and other bodies within the solar system. Understanding the Earth system is also the key to addressing many environmental challenges, including climate change, water supply, and energy issues. An Earth scientist is uniquely poised to help solve some of society's most pressing problems. Because planets are complex systems, Earth and planetary sciences is by necessity an interdisciplinary field. It applies biology, chemistry, physics and math to the investigation of topics such as early life on Earth, the structure of the Earth's

deep interior, the nature of contaminant transport, and the surfaces of other planetary bodies.

For students who have developed a passion for the basic sciences and are looking for a way to study these sciences outside traditional disciplinary boundaries, Earth and planetary sciences is an ideal choice of major. The department offers majors in geology, geochemistry, geophysics, and environmental Earth sciences (EES) and minors in Earth and planetary sciences and environmental Earth sciences. All programs offer a range of customization that allows students to focus on topics with the greatest relevance to their academic interests and career plans.

All students have the opportunity, but are not required, to participate in faculty research programs. Many of our students take advantage of these varied research opportunities, providing them with valuable experience for future employment or for graduate school. Each year, several scientific papers and scientific abstracts are co-authored by undergraduates, and undergraduates have presented papers at national science meetings.

## Department Policies for Majors and Minors

**Minimum grade performance:** A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry and physics. Courses with grades of D may fulfill the college's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.

**Transfer credits and University College:** Course work completed at another college or university must have prior approval of the department to be used to fulfill major requirements. Courses taken at University College normally may not be substituted for the courses required for an EPS major. Written consent from the director of undergraduate studies is required for any such substitutions to apply and must be sought before the course is taken.

**Graduate-level courses:** All EPS graduate courses (course numbers 500 and above) are open to advanced undergraduates with permission of the undergraduate adviser and the specific course instructor.

**Contact:** Philip Skemer, Director of Undergraduate Studies  
**Phone:** 314-935-3584  
**Email:** pskemer@wustl.edu  
**Website:** <http://eps.wustl.edu>

## Faculty

### Chair

**Viatcheslav S. Solomatov** ([http://eps.wustl.edu/people/slava\\_solomatov](http://eps.wustl.edu/people/slava_solomatov))  
PhD, Moscow Institute of Physics and Technology

### Endowed Professors

**Raymond E. Arvidson** ([http://eps.wustl.edu/people/Raymond\\_Arvidson](http://eps.wustl.edu/people/Raymond_Arvidson))  
James S. McDonnell Distinguished University Professor  
PhD, Brown University

**Bradley L. Jolliff** ([http://eps.wustl.edu/people/brad\\_jolliff](http://eps.wustl.edu/people/brad_jolliff))  
Scott Rudolph Professor of Earth and Planetary Sciences  
PhD, South Dakota School of Mines and Technology

**Douglas A. Wiens** ([http://eps.wustl.edu/people/douglas\\_wiens](http://eps.wustl.edu/people/douglas_wiens))  
Robert S. Brookings Distinguished Professor  
PhD, Northwestern University

### Professors

**Robert E. Criss** ([http://eps.wustl.edu/people/Bob\\_Criss](http://eps.wustl.edu/people/Bob_Criss))  
PhD, California Institute of Technology

**Robert F. Dymek** ([http://eps.wustl.edu/people/Bob\\_Dymek](http://eps.wustl.edu/people/Bob_Dymek))  
PhD, California Institute of Technology

**M. Bruce Fegley** ([http://eps.wustl.edu/people/Bruce\\_Fegley](http://eps.wustl.edu/people/Bruce_Fegley))  
PhD, Massachusetts Institute of Technology

**William B. McKinnon** ([http://eps.wustl.edu/people/Bill\\_McKinnon](http://eps.wustl.edu/people/Bill_McKinnon))  
PhD, California Institute of Technology

**Jill D. Pasteris** ([http://eps.wustl.edu/people/Jill\\_Pasteris](http://eps.wustl.edu/people/Jill_Pasteris))  
PhD, Yale University

**Jennifer Smith** ([http://eps.wustl.edu/people/Jen\\_Smith](http://eps.wustl.edu/people/Jen_Smith))  
Dean of the College of Arts & Sciences  
PhD, University of Pennsylvania

**William Hayden Smith** ([http://eps.wustl.edu/people/Bill\\_Smith](http://eps.wustl.edu/people/Bill_Smith))  
PhD, Princeton University

**Michael E. Wysession** (<http://eps.wustl.edu/people/michael-e-wysession>)  
PhD, Northwestern University

### Associate Professors

**Jeffrey G. Catalano** ([http://eps.wustl.edu/people/jeff\\_catalano](http://eps.wustl.edu/people/jeff_catalano))  
PhD, Stanford University

**David A. Fike** ([http://eps.wustl.edu/people/Dave\\_Fike](http://eps.wustl.edu/people/Dave_Fike))  
PhD, Massachusetts Institute of Technology

**Philip A. Skemer** ([http://eps.wustl.edu/people/phil\\_skemer](http://eps.wustl.edu/people/phil_skemer))  
PhD, Yale University

### Assistant Professors

**Alexander S. Bradley** ([http://eps.wustl.edu/people/Alexander\\_Bradley](http://eps.wustl.edu/people/Alexander_Bradley))  
PhD, Massachusetts Institute of Technology

**Michael Krawczynski** ([http://eps.wustl.edu/people/mike\\_krawczynski](http://eps.wustl.edu/people/mike_krawczynski))  
PhD, Massachusetts Institute of Technology

**Rita Parai** ([http://eps.wustl.edu/people/rita\\_parai](http://eps.wustl.edu/people/rita_parai))  
PhD, Harvard University

**Kun Wang** ([http://eps.wustl.edu/people/kun\\_wang](http://eps.wustl.edu/people/kun_wang))  
PhD, Washington University

### Professors Emeriti

**Ghislaine Crozaz** ([http://eps.wustl.edu/people/Ghislaine\\_Crozaz](http://eps.wustl.edu/people/Ghislaine_Crozaz))  
PhD, Université Libre de Bruxelles

**Harold L. Levin** (<http://eps.wustl.edu/people/harold-l-levin>)  
PhD, Washington University

**Roger J. Phillips** (<http://eps.wustl.edu/people/roger-j-phillips>)  
PhD, University of California, Berkeley

**Frank A. Podosek** ([http://eps.wustl.edu/people/Frank\\_Podosek](http://eps.wustl.edu/people/Frank_Podosek))  
PhD, University of California, Berkeley

## Majors

There are four majors in this department:

- Geology (p. 354)
- Geophysics (p. 355)
- Geochemistry (p. 355)
- Environmental Earth Sciences (EES) (p. 356)

For the most current information visit our website (<http://eps.wustl.edu/undergraduate>).

All majors are required to complete a capstone experience during their junior or senior year. Information regarding the capstone experience ([http://eps.wustl.edu/Capstone\\_Experiences](http://eps.wustl.edu/Capstone_Experiences)) can be found on our website. The majors in Earth and planetary sciences focus on the application of chemistry, biology and physics to Earth and planetary sciences, and on the nature of planets, their resources and their relationships to human activity. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation.

## The Major in Geology

Geology addresses the formation processes, spatial organization and tectonic origins, age and chemistry of rocks on Earth and other planets. In addition to other requirements, geology track

students take EPSc 437 Introduction to Petrology and a 6-credit field camp.

**Core courses:** EPSc 201 Earth and the Environment, EPSc 352 Earth Materials, EPSc 353 Earth Forces, and EPSc 437 Introduction to Petrology

**Additional required course work:** Chem 111A, Chem 112A (or a score of 4 or 5 on the AP Chemistry Exam); Math 131, Math 132, Math 233; Physics 117A, Physics 118A (or Physics 197, Physics 198)

**Electives:** At least four courses must be selected from those listed below, with at least three in Geology and one in Geophysics or Geochemistry.

**Geology:** EPSc 385 Earth History, EPSc 400 Topics in the Geosciences, EPSc 409 Surface Processes, EPSc 413 Introduction to Soil Science, EPSc 422 Sedimentary Geology, EPSc 429 Environmental Hydrogeology, EPSc 430 Environmental Mineralogy, EPSc 460 Introduction to Structural Geology, EPSc 473 Planetary Geology

**Geochemistry:** EPSc 323 Biogeochemistry, EPSc 401 Earth Systems Science, EPSc 441 Introduction to Geochemistry, EPSc 444 Environmental Geochemistry, EPSc 445 Organic Geochemistry, EPSc 446 Stable Isotope Geochemistry, EPSc 474 Planetary Geochemistry

**Geophysics & Remote Sensing:** EPSc 319 Physical Oceanography, EPSc 407 Remote Sensing, EPSc 408 Earth's Atmosphere and Global Climate, EPSc 410 Earth Remote Sensing Methods and Instrumentation, EPSc 428 Hydrology, EPSc 452 Introduction to Seismology, EPSc 453 Interior of the Earth, EPSc 454 Exploration and Environmental Geophysics, EPSc 459 Geodynamics

**Capstone experience:** All majors are required to complete a capstone experience during their junior or senior year.

**Field camp:** Students must complete an approved geology field camp worth at least 6 units of credit. The field camp must be attended during the summer, after either the junior or the senior year. It is important to take the appropriate courses (usually listed by the camp) before attending field camp.

**Senior Honors** (optional): A thesis is required for Senior Honors (please visit our website (<http://eps.wustl.edu/undergraduate/honors>) for details).

**Recommended writing-intensive courses:** The department offers two courses that satisfy the college writing-intensive requirement, EPSc 498 Undergraduate Research Seminar and EPSc 404 Ideas and Controversies In the Geosciences. These courses are recommended to students majoring in EPS.

## The Major in Geophysics

Geophysics uses methods of physics to understand the structure and evolution of the Earth and other planets. In addition to other requirements, geophysics students must take

courses in differential equations and matrix algebra. These are prerequisites for most advanced-level geophysics courses that are available to the geophysics students.

**Core courses:** EPSc 201 Earth and the Environment, EPSc 352 Earth Materials, and EPSc 353 Earth Forces

**Additional required course work:** Chem 111A, Chem 112A (or a score of 4 or 5 on the AP Chemistry Exam); Math 131, Math 132, Math 233, Math 217, Math 309; Physics 117A, Physics 118A (or Physics 197, Physics 198)

**Electives:** At least four courses must be selected from those listed below, with at least three in Geophysics & Remote Sensing and one in Geology or Geochemistry.

**Geology:** EPSc 385 Earth History, EPSc 400 Topics in the Geosciences, EPSc 409 Surface Processes, EPSc 413 Introduction to Soil Science, EPSc 422 Sedimentary Geology, EPSc 429 Environmental Hydrogeology, EPSc 430 Environmental Mineralogy, EPSc 437 Introduction to Petrology, EPSc 460 Introduction to Structural Geology, EPSc 473 Planetary Geology

**Geochemistry:** EPSc 323 Biogeochemistry, EPSc 401 Earth Systems Science, EPSc 441 Introduction to Geochemistry, EPSc 444 Environmental Geochemistry, EPSc 445 Organic Geochemistry, EPSc 446 Stable Isotope Geochemistry, EPSc 474 Planetary Geochemistry

**Geophysics & Remote Sensing:** EPSc 319 Physical Oceanography, EPSc 407 Remote Sensing, EPSc 408 Earth's Atmosphere and Global Climate, EPSc 410 Earth Remote Sensing Methods and Instrumentation, EPSc 428 Hydrology, EPSc 452 Introduction to Seismology, EPSc 453 Interior of the Earth, EPSc 454 Exploration and Environmental Geophysics, EPSc 459 Geodynamics, EPSc 553 Geophysical Data Analysis, EPSc 558 Advanced Geodynamics, EPSc 561 Advanced Seismology, EPSc 570 Planetary Geophysics & Dynamics

**Capstone Experience:** All majors are required to complete a capstone experience during their junior or senior year.

**Senior Honors** (optional): A thesis is required for Senior Honors (please visit our website for details).

**Recommended writing-intensive courses:** The department offers two courses that satisfy the college writing-intensive requirement, EPSc 498 Undergraduate Research Seminar and EPSc 404 Ideas and Controversies In the Geosciences. These courses are recommended to students majoring in EPS.

## The Major in Geochemistry

Geochemistry uses methods of chemistry to understand the chemical composition of the Earth and other planets. In addition to other requirements, geochemistry track students take EPSc 441 Introduction to Geochemistry and one additional math course either in differential equations, matrix algebra, or probability & statistics. These are prerequisites for the

advanced-level geochemistry courses that are available to the geochemistry students.

**Core courses:** EPSc 201 Earth and the Environment, EPSc 352 Earth Materials, EPSc 353 Earth Forces, and EPSc 441 Introduction to Geochemistry

**Additional required course work:** Chem 111A, Chem 112A (or a score of 4 or 5 on the AP Chemistry Exam); Math 131, Math 132, Math 233, and either Math 217 or Math 309 or Math 2200 or Math 3200; Physics 117A, Physics 118A (or Physics 197, Physics 198)

**Electives:** At least four courses must be selected from those listed below, with at least three in Geochemistry and one in Geology or Geophysics & Remote Sensing.

**Geology:** EPSc 385 Earth History, EPSc 400 Topics in the Geosciences, EPSc 409 Surface Processes, EPSc 413 Introduction to Soil Science, EPSc 422 Sedimentary Geology, EPSc 429 Environmental Hydrogeology, EPSc 430 Environmental Mineralogy, EPSc 437 Introduction to Petrology, EPSc 460 Introduction to Structural Geology, EPSc 473 Planetary Geology

**Geochemistry:** EPSc 323 Biogeochemistry, EPSc 401 Earth Systems Science, EPSc 444 Environmental Geochemistry, EPSc 445 Organic Geochemistry, EPSc 446 Stable Isotope Geochemistry, EPSc 474 Planetary Geochemistry, EPSc 511 Minerals in Aqueous Environments, Methods of Mass Spectroscopy, EPSc 545 Radiogenic Isotope Geochemistry, EPSc 569 Thermodynamics & Phase Equilibria, EPSc 571 Meteorites

**Geophysics & Remote Sensing:** EPSc 319 Physical Oceanography, EPSc 407 Remote Sensing, EPSc 408 Earth's Atmosphere and Global Climate, EPSc 410 Earth Remote Sensing Methods and Instrumentation, EPSc 428 Hydrology, EPSc 452 Introduction to Seismology, EPSc 453 Interior of the Earth, EPSc 454 Exploration and Environmental Geophysics, EPSc 459 Geodynamics

**Capstone experience:** All majors are required to complete a capstone experience during their junior or senior year.

**Senior Honors** (optional): A thesis is required for Senior Honors (please visit our website for details).

**Recommended writing-intensive courses:** The department offers two courses that satisfy the college writing-intensive requirement, EPSc 498 Undergraduate Research Seminar and EPSc 404 Ideas and Controversies In the Geosciences. These courses are recommended to students majoring in EPS.

## The Major in Environmental Earth Sciences

The environmental Earth sciences (EES) major provides students with a grounding in the geosciences, forming a basis for the interdisciplinary study of critical environmental topics.

Student understanding of environmental science is fostered both by a broad base of course work across the natural sciences and by the unique context and perspective Earth science provides for the complexity of environmental systems.

**Core courses:** Phil 235F Introduction to Environmental Ethics or Pol Sci 2010 Introduction to Environmental Policy, Biol 2950, EPSc 201 Earth and the Environment, EPSc 323 Biogeochemistry, EPSc 336 Minerals and Rocks in the Environment or EPSc 352 Earth Materials, EPSc 413 Introduction to Soil Science

**Additional required course work:** Chem 111A, Chem 112A (or a score of 4 or 5 on the AP Chemistry Exam); Math 131, Math 132, Physics 117A or Physics 197

**Elective Classes** (Choose seven, at least three from EPSc):

| Code        | Title                                     | Units |
|-------------|---|-------|
| Anthro 3322 | Brave New Crops                           | 3     |
| Anthro 361  | Culture and Environment                   | 3     |
| Biol 2960   | Principles of Biology I                   | 4     |
| Biol 2970   | Principles of Biology II                  | 4     |
| Biol 381    | Introduction to Ecology                   | 3     |
| Biol 4170   |   | 3     |
| Biol 419    | Community Ecology                         | 4     |
| Biol 4193   | Experimental Ecology Laboratory           | 4     |
| Biol 4810   | General Biochemistry I                    | 3     |
| Chem 261    | Organic Chemistry I with Lab              | 4     |
| Chem 401    | Physical Chemistry I                      | 3     |
| Econ 451    | Environmental Policy                      | 3     |
| EECE 210    | Introduction to Environmental Engineering | 3     |
| EECE 518    | Sustainable Air Quality                   | 3     |
| EECE 531    | Environmental Organic Chemistry           | 3     |
| EnSt 3068   | The Human History of Climate Change       | 3     |
| EnSt 380    | Applications in GIS                       | 3     |
| EnSt 539    | Interdisciplinary Environmental Clinic    | max 6 |
| EPSc 219    | Energy and the Environment                | 3     |
| EPSc 308    | Topics in Environmental Sustainability    | 3     |
| EPSc 319    | Physical Oceanography                     | 3     |
| EPSc 353    | Earth Forces                              | 4     |
| EPSc 385    | Earth History                             | 3     |
| EPSc 401    | Earth Systems Science                     | 3     |
| EPSc 407    | Remote Sensing                            | 3     |
| EPSc 408    | Earth's Atmosphere and Global Climate     | 3     |
| EPSc 409    | Surface Processes                         | 4     |
| EPSc 422    | Sedimentary Geology                       | 4     |

|              |   |   |
|--------------|---|---|
| EPSc 428     | Hydrology   | 3 |
| EPSc 429     | Environmental Hydrogeology                              | 3 |
| EPSc 430     | Environmental Mineralogy                                | 4 |
| EPSc 441     | Introduction to Geochemistry                            | 3 |
| EPSc 444     | Environmental Geochemistry                              | 3 |
| EPSc 445     | Organic Geochemistry                                    | 3 |
| EPSc 446     | Stable Isotope Geochemistry                             | 3 |
| EPSc 454     | Exploration and Environmental Geophysics                | 4 |
| Math 217     | Differential Equations                                  | 3 |
| Math 2200    | Elementary Probability and Statistics                   | 3 |
| Math 233     | Calculus III  | 3 |
| Math 309     | Matrix Algebra  | 3 |
| Math 3200    | Elementary to Intermediate Statistics and Data Analysis | 3 |
| Pol Sci 332B | Environmental and Energy Issues                         | 3 |

**Capstone experiences in EES:** All majors are required to complete a capstone experience during their junior or senior year.

**Senior Honors** (optional): A thesis is required for Senior Honors (please visit our website for details).

**Recommended writing-intensive courses:** The department offers two courses that satisfy the college writing-intensive requirement, EPSc 498 Undergraduate Research Seminar and EPSc 404 Ideas and Controversies In the Geosciences. These courses are recommended to students majoring in EES.

## Minors

### The Minor in Earth and Planetary Sciences

#### Requirements

A minor in Earth and planetary sciences consists of at least 16 units of EPS courses, including EPSc 201 Earth and the Environment, EPSc 352 Earth Materials, and EPSc 353 Earth Forces. At least one additional EPS course numbered 300 or above, not including EPSc 390 Independent Study and EPSc 490 Independent Study, is required.

A faculty adviser is assigned to each student at the time that the minor is declared. Minor programs must be approved by the student's minor adviser. The grades and performance policy for the EPS major applies to all course work required for the EPS minor program. The department requirements also meet those for a minor as defined by the College of Arts & Sciences.

### The Minor in Environmental Earth Sciences

The minor in environmental Earth sciences is an attractive option for students majoring in a variety of other fields. The growing national concern for the natural environment and natural resources means that an EES minor is also valuable professionally to students who intend to pursue these and other fields including law and architecture. Following the philosophy of the EES major, the minor combines interdisciplinarity with a solid grounding in Earth science.

#### Requirements

A minor in environmental Earth sciences consists of three core courses, EPSc 201 Earth and the Environment, Biol 2950 Introduction to Environmental Biology, and Pol Sci 2010 Introduction to Environmental Policy, and at least three elective courses from the following list:

| Code     | Title  | Units |
|----------|--|-------|
| EPSc 308 | Topics in Environmental Sustainability           | 3     |
| EPSc 323 | Biogeochemistry                                  | 3     |
| EPSc 336 | Minerals and Rocks in the Environment            | 3     |
| EPSc 352 | Earth Materials (5 credits, counts as 2 courses) | 5     |
| EPSc 353 | Earth Forces                                     | 4     |
| EPSc 385 | Earth History                                    | 3     |
| EPSc 401 | Earth Systems Science                            | 3     |
| EPSc 413 | Introduction to Soil Science                     | 3     |
| EPSc 428 | Hydrology  | 3     |
| EPSc 429 | Environmental Hydrogeology                       | 3     |
| EPSc 430 | Environmental Mineralogy                         | 4     |
| EPSc 444 | Environmental Geochemistry                       | 3     |
| EPSc 454 | Exploration and Environmental Geophysics         | 4     |
| EPSc 441 | Introduction to Geochemistry                     | 3     |

A faculty adviser is assigned to each student at the time that the minor is declared. Minor programs must be approved by the student's minor adviser. The grades and performance policy for EPS and EES majors applies to all course work required for the EES minor program. The department requirements also meet those for a minor as defined by the College of Arts & Sciences.

#### Courses

Visit online course listings to view semester offerings for L19 EPSc (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L19&crslvl=1:4>).

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**L19 EPSc 103A Oceanography**

Emphasis on geological, chemical and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 104 Freshman Seminar: Geology in the Field**

This course is designed to develop foundational skills in field geology and earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no academic background. Students are not required to have extensive outdoor experience, but must demonstrate enthusiasm for work in challenging environments. Students will receive training in a variety of field methods, including field mapping; sampling protocols; section measurement; and structural identification and analysis. Course will be field-intensive with multiple field exercises during class periods, and 2-3 weekend field trips that will involve camping, caving and backcountry hiking.

Credit 3 units. A&S IQ: NSM BU: SCI

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**L19 EPSc 105 Freshman Seminar: Habitable Planets**

Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among solar system bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies, and the internal features that help to regulate our planet's surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will be discussed.

Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

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**L19 EPSc 106 Freshman Seminar: Earth and Planetary Sciences**

Each week a different faculty member presents a lecture or laboratory demonstration relating to recent discoveries in geology and the planetary sciences, or about general topics dealing with volcanism, earthquakes, plate tectonics, geological hazards, fossil life or earth history. Prerequisite: freshman standing or sophomore standing with permission of instructor. Credit/no credit only. Students attend all lectures and write a short summary of each.

Credit 1 unit. A&S: NS A&S IQ: NSM Art: NSM

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**L19 EPSc 108A Oceans and the Atmosphere**

Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EPSc 111.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 109A Quantitative Reasoning in Environmental Science**

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods,

including hypothesis testing, and how statistics can be applied to environmental problems.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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**L19 EPSc 111 Introduction to Global Climate Change in the 21st Century**

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 112 Freshman Seminar: Engineering the Climate**

Geoengineering, the deliberate manipulation of the Earth's climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Discussions, lectures and readings used to learn how earth's climate works. Examination of some proposals for altering the climate. Past attempts for deliberate human alteration of natural systems discussed and evaluated. Consideration of geoengineering as an ethical issue. Prerequisite: first-year undergraduate status.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 116A Resources of the Earth**

Introduction to major resources of the Earth: rocks, minerals, water, soil, air. Basics of geology presented so that origin, supply and uses of resources can be better understood. Environmental awareness stressed. Field trip required.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 118A Geology of National Parks**

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 131 Natural Disasters**

Examination of the effects of natural hazards on landscapes of the Earth in general, as well as on populated areas specifically, through numerous case studies. Social, economic and political consequences of natural disasters. Locations, particularly in the United States, where disasters are likely to occur in the future. Nature of the hazards and what preparations are possible to minimize damage and the number of casualties.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 140 Freshman Seminar: Geology and Human Health**

This course explores the connections between human health and geological processes. Key concepts in geology are introduced as well as the pathways through which natural systems affect human health. A series of case studies will be presented, each describing a specific health hazard and its geological origin. The first set of studies will focus on human health effects associated with windborne exposure to harmful

materials, including volcanic emissions, asbestos, dust and aerosols, and the products of coal combustion. The course will then use the topic of mercury, which is emitted into the atmosphere and then accumulates in aquatic systems, to transition to water and soil borne pathways of exposure. This will be followed by case studies exploring water availability and quality, arsenic in groundwater, with a special emphasis on widespread arsenic poisoning in South and Southeast Asia, lead in mining areas and urban soils, and radon and radioactive materials. Students will conduct team risk assessment projects as well as an individual project.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM BU: SCI

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**L19 EPSc 171A The Solar System**

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Present ideas about the age, formation and early history of the sun, Earth and meteorites.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 201 Earth and the Environment**

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth and Planetary Sciences and Environmental Studies majors. Three class hours and one two-hour lab a week.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 219 Energy and the Environment**

Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination of energy resources and consumption from scientific, social, economic and political viewpoints. Relationship of energy to concepts such as heat, work and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources. Prerequisite: one year of high school physics or chemistry.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 221A Human Use of the Earth**

Examination of the impacts of a growing population on the Earth, including habitat destruction, resource depletion, and air and water pollution. Population growth, landscape change, and the distribution and uses of the water, mineral and energy-producing resources of the Earth.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 308 Topics in Environmental Sustainability**

Mathematical sustainability models; ocean, atmospheric, wetland, agricultural, hydrological, and energy sustainability; depletion of non-renewable resources; effects of pollution,

human population, urban environment. Prerequisite: Chem 111A and Chem 112; or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 319 Physical Oceanography**

Ocean circulation, El Niño, dynamical tides, tsunamis, coastal ocean, enclosed seas, paleo-ocean, sedimentation, ice-atmosphere-ocean interaction, biology-carbon cycle. Prerequisites: Chem 112A, Physics 118A, Math 133; or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 323 Biogeochemistry**

Survey of biogeochemical interactions among Earth's crust, oceans and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus and sulfur biogeochemical cycles. Greenhouse warming of atmosphere from carbon dioxide and chlorofluorocarbons; effects of inorganic and organic wastes in groundwater systems. Introductory course for students of environmental science and nonscience majors.

Prerequisite: permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 336 Minerals and Rocks in the Environment**

Combined rock and mineral course with focus on environmental issues and applications. Introduction to mineralogical and petrologic concepts relevant to environmental geoscience pursuits. Foundations of mineralogy and crystallography, key mineral groups, foundations of igneous, sedimentary, and metamorphic rock systems. Mineralogy of environmental systems such as soils, marine environments, aerosols, mines and radioactive wastes. Overview of analysis methods used for environmental geoscience applications. One full-day field trip required. Prerequisites: EPSc 201, Chem 111A or AP Chem score of 4; or permission of instructor. Both EPSc 336 and EPSc 352 may be taken for credit, but only one may count toward the EPSc or EES majors and minors.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L19 EPSc 352 Earth Materials**

Fundamental principles of crystal chemistry; symmetry and structure of crystals (minerals); X-ray analysis of crystalline materials; information on the important mineral groups (definition of the groups; composition, structure, physical properties, occurrence and usage of major mineral species); optical mineralogy. Geological and environmental aspects of earth materials. Prerequisites: EPSc 201 (may be taken concurrently) and Chem 112A (or AP Chem score of 4); or permission of instructor. Both EPSc 352 and EPSc 336 may be taken for credit, but only one may count toward the EPSc or EES majors or minors. Three class hours, one two-hour laboratory, and one two-hour discussion period a week.

Credit 5 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L19 EPSc 353 Earth Forces**

Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis on physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length and time scales. Application and interpretation of geophysical methods to probe the interior of the Earth. Prerequisite: EPSc 201 (may be taken concurrently), Phys

117A (or Phys 197); or permission of instructor. Three class hours and one two-hour laboratory a week.  
Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L19 EPSc 385 Earth History

Introduction to the concept of "deep time" and the parallel biological evolutionary and environmental changes that have occurred throughout Earth history. Topics include early evolution of life, rise of atmospheric oxygen, global glaciation, mass extinctions. Prerequisite: EPSc 201 or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L19 EPSc 390 Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be determined.  
Credit variable, maximum 3 units. Art: NSM

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#### L19 EPSc 400 Topics in the Geosciences

The content of this course varies each time it is offered, as announced by the department. With permission of the adviser, this course may be repeated for credit. Prerequisite: permission of instructor.  
Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 401 Earth Systems Science

This is a quantitative introduction to physical and chemical interactions among the atmosphere, oceans and solid earth. Topics covered include terrestrial atmospheric chemistry, geochemical cycles, inventories, and reservoirs of carbon, nitrogen, and sulfur, and bulk composition of the Earth. Prerequisite: EPSc 336 or 352 or permission of instructor or the graduate adviser.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 404 Ideas and Controversies In the Geosciences

Great ideas and controversies in the geological sciences and how ideas change and become accepted in science. The format is part lecture, part discussion. Writing and oral presentation are emphasized. Students read primary sources, as well as books, journals and Web-based historical accounts and interpretations. Among the topics addressed are: continental drift and plate tectonics, development of the geological time scale, age of the earth, mass extinctions and the Snowball Earth hypothesis. Prerequisites: EPSc 352 and EPSc 353 (may be taken concurrently) or permission of instructor.  
Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L19 EPSc 407 Remote Sensing

Use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for interpretation of physical and chemical characteristics of the surfaces of Earth and other planets. Digital image systems and data processing. Prerequisite: Phys 118A or Phys 197; or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 408 Earth's Atmosphere and Global Climate

Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation.

Prerequisites: Math 233 and Physics 117A (or Physics 197), or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 409 Surface Processes

How do landscapes evolve? Examination of chemical and physical processes that modify earth's surface. Introduction to soil formation. Focus on modern systems, particularly fluvial, karst and desert terrains. Brief discussion of coastal and glacial systems. Human agency in geomorphic change. Lab covers survey techniques for acquisition of topographic data and use of geographic information systems for geomorphic and hydrologic analysis. Field trips required. Prerequisite: EPSc 352 or permission of instructor. Three class hours and one three-hour lab a week.  
Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L19 EPSc 410 Earth Remote Sensing Methods and Instrumentation

Detection of electromagnetic radiation reflected, scattered or emitted by components of the Earth system. Spectroscopy of remote sensing. Interpretation of received radiation via radioactive transfer within a context of real measurements. Theory of instruments and detectors. Comparison of realized equipment to theoretical models. Prerequisite: Physics 118A, Chem 112A (or AP Chem score of 4), Math 233, or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L19 EPSc 413 Introduction to Soil Science

Physical, chemical and biological processes that occur within soil systems. Types of soils and how these relate to soil formation. Major components of soil, including soil water, minerals, organic matter and microorganisms. Soils in wetlands and arid regions. Cycling of nutrients and contaminants in soils. Soil quality, conservation and sustainability. Two one-day field trips required. Prerequisite: EPSc 323 or Chem 112A (or AP Chem score of 4), or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 422 Sedimentary Geology

Survey introduction to sedimentary processes and materials, including description, formation and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination. Many of our economic resources, such as coal, oil and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; increasing scientific literacy and critical thinking. Prerequisites: EPSc 201 or permission of instructor. Three class hours and one two-hour lab a week. Mandatory field trips.  
Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 425 Invertebrate Paleontology

Study of fossil invertebrates with emphasis on morphology of hard parts, geochronological and geographical distribution, and taxonomy. Comparison of fossil taxa with living representatives and interpretation of paleobiological patterns. Two class hours and one two-hour lab a week. Prerequisite: EPSc 200A or permission of instructor.

Credit 3 units. A&S: NS Art: NSM

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#### L19 EPSc 428 Hydrology

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems. Prerequisite: EPSc 353; or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 429 Environmental Hydrogeology

Introduction to principles that govern the flow and geochemistry of water in river and shallow groundwater systems. Characteristics of drainage basins, rivers, floods and important aquifers. Anthropogenic impact on fresh water systems and efforts to remediate damaged systems. Prerequisite: EPSc 201 or permission of instructor. Fulfills the Natural Systems elective requirement for Master of Landscape Architecture students. Both EPSc 428 and EPSc 429 may be taken for credit, but only one may count toward the EPS or EES majors and minors.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 430 Environmental Mineralogy

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos; containment materials for nuclear waste disposal; environmental ramifications of the processing and use of phosphate fertilizers; lead in the environment; acid mine drainage; microbial mediation of sulfide oxidation; minerals in the human body; weathering of building materials; materials engineering; and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources. Prerequisite: EPSc 352 or permission of instructor.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 437 Introduction to Petrology

Classification, origin, mineralogy and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Prerequisite: EPSc 352 or permission of instructor. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L19 EPSc 441 Introduction to Geochemistry

Application of the principles of nuclear and physical chemistry to problems of the composition and differentiation of the Earth. Introduction to nucleosynthesis of the elements, stellar evolution, the periodic properties of the elements, chemical bonding and ionic substitution, geochronology and stable isotope geochemistry, and the age and composition of the Earth, moon and meteorites. Prerequisites: EPSc 201 and Chem 112A (or AP Chem score of 4), or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 443 Methods in Biogeochemistry

Lab-based course to provide theoretical understanding of, and practical experience in, biogeochemistry tools and techniques. Topics introduced through lecture and discussion of classic scientific papers. Hands-on experience applying techniques in the laboratory. Research project, based on data collected using these techniques, required. Students develop understanding of

tools used for modern and ancient biogeochemistry research. Hands-on experience with sample preparation, operation of gas source mass spectrometers, and data analysis. Prerequisite: EPSc 323 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L19 EPSc 444 Environmental Geochemistry

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface and groundwater environments. Acids and bases; mineral solubility; carbonate chemistry; chemical speciation; redox reactions adsorption and ion exchange; and the speciation, mobility and toxicity of metals. Prerequisite: EPSc 201 and Chem 112A (or AP Chem score of 4), or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L19 EPSc 445 Organic Geochemistry

Introduction to the composition and analysis of organic material in the environment and geological record. Molecular to global-level perspective of organic matter cycling, reactivity and fluxes; formation and classification of organic matter, its preservation potential, diagenesis, catagenesis and kerogen formation; coal, petroleum, and gas formation and accumulation; biomarkers in Earth history; genetics and phylogeny of biomarker compounds; overview of analytical techniques including both structural and isotopic aspects; oceanographic and paleoenvironmental applications of organic biomarkers; contaminants and residue analysis. Prerequisites: EPSc 201 and Chem 112A; or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L19 EPSc 446 Stable Isotope Geochemistry

Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks and meteorites. Prerequisites: EPSc 441 and Math 233, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 452 Introduction to Seismology

Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics. Prerequisites: EPSc 353 and Math 217, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 453 Interior of the Earth

Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EPSc 353 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 454 Exploration and Environmental Geophysics

Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and

electromagnetic methods. Basic theory, field procedures, and interpretation of data. Use of geophysical instruments on field trips, followed by reduction and analysis of acquired data. Prerequisites: EPSc 353, Phys 117A (or Phys 197), Math 132; or permission of instructor. Two class hours and one two-hour laboratory a week, and approximately four one-day field trips during the semester.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 459 Geodynamics

Fundamental physical processes necessary to understand plate tectonics and a variety of geological phenomena. Heat flow, gravity, elasticity and flexure, rheology of Earth materials. Prerequisites: EPSc 353 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L19 EPSc 460 Introduction to Structural Geology

Stress, strain, rheology, ductile and brittle deformation processes and structures from microscale to macroscale. Applications to tectonics and whole Earth structure. Labs cover stress/strain analysis, experimental rock deformation, field techniques, interpretation of geologic maps and cross sections. Prerequisites: EPSc 352 and EPSc 353 or permission of instructor. Three hours of lecture and one two-hour laboratory a week.

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 473 Planetary Geology

Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces: impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisites: EPSc 352 and EPSc 353, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 474 Planetary Geochemistry

A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital and spacecraft observations. Prerequisite: EPSc 352 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L19 EPSc 490 Independent Study

Independent study for advanced undergraduates or for graduate students, supervised by a faculty member. Prerequisite: permission of instructor.

Credit variable, maximum 12 units.

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#### L19 EPSc 492 Field Camp

Practical methods of data collection and interpretation in Earth and Planetary Sciences. Content may include field-based geologic mapping or laboratory-based studies emphasizing particular analytical tools. Prerequisite: permission of major adviser.

Credit variable, maximum 6 units. A&S: NS A&S IQ: NSM

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#### L19 EPSc 493 Internship

Internship experience in Earth and Planetary Sciences, providing learning opportunities with future careers and employers. Direct supervision by approved partner, with oversight by Earth and

Planetary Sciences faculty. Prerequisite: permission of major adviser.

Credit variable, maximum 6 units.

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#### L19 EPSc 494 Study Abroad

Studies related to Earth and Planetary Sciences conducted with external institutions. Prerequisite: permission of Department Study Abroad Coordinator.

Credit variable, maximum 6 units.

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#### L19 EPSc 496 Undergraduate Field Experience

Hands-on application of field-based techniques, providing an opportunity for students to synthesize diverse classroom knowledge in a field setting. Students will develop the ability to deconstruct and analyze complex geologic and environmental settings. Participation in an extended international field trip during spring break is required. Students must be prepared for an intensive, group-oriented experience. Prerequisite: must be an Earth and planetary sciences major and have permission of instructors. Enrollment is limited, and students will be selected through a written application. May be repeated for credit, with instructor permission. Juniors and seniors may use to fulfill Capstone experience.

Credit 3 units.

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#### L19 EPSc 498 Undergraduate Research Seminar

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely, but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their projects in class. Prerequisite: senior standing or permission of instructor.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L19 EPSc 499 Honors Research

Independent work for undergraduate Honors, supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors and permission of instructor.

Credit 3 units. A&S: NS Art: NSM

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## East Asian Languages and Cultures

The Department of East Asian Languages and Cultures (EALC) offers programs in the study of East Asian languages, literatures and cultures, including both the traditional and modern periods of their development. Our majors in Chinese, Japanese and Korean offer a solid preparation for graduate study in these areas. They also open up career opportunities in diplomacy, business, law, journalism and higher education.

The majors in Chinese, Japanese and Korean require completion of 24 upper-level units. Specific requirements include one 200-level foundational course, at least two years of language study, and two or more courses in the relevant literary tradition. In addition, prime majors are required to fulfill

the EALC capstone requirement and participate in the EALC Senior Symposium.

The minors in Chinese, Japanese and Korean require the completion of 18 units, 9 of which must be at the 300 level or above. Specific requirements normally include the equivalent of one year of language study and two courses in the relevant literary tradition.

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**Betty Pei-shan Yue**  
MA, Washington University

## Majors

With a major in one of the East Asian languages and cultures, a student can expect to gain some proficiency in Chinese, Japanese or Korean, to study the area's literary and cultural landmarks, and to gain familiarity with Asian history and civilizations.

### The Majors

For information on the major in Chinese language and culture, visit the Chinese (p. 301) page of this *Bulletin*.

For information on the major in Japanese language and culture, visit the Japanese (p. 610) page of this *Bulletin*.

For information on the major in Korean language and culture, visit the Korean (p. 639) page of this *Bulletin*.

## Minors

For information on the minor in Chinese language and culture, visit the Chinese (p. 301) page of this *Bulletin*.

For information on the minor in Japanese language and culture, visit the Japanese (p. 611) page of this *Bulletin*.

For information on the minor in Korean language and culture, visit the Korean (p. 639) page of this *Bulletin*.

## Courses

For East Asian Studies courses, visit the East Asian Studies (p. 366) page of this *Bulletin*.

For Chinese courses, visit the Chinese (p. 301) page of this *Bulletin*.

For Japanese courses, visit the Japanese (p. 611) page of this *Bulletin*.

For Korean courses, visit the Korean (p. 640) page of this *Bulletin*.

## East Asian Studies

The major in East Asian studies (EAS) entails the comprehensive study of the cultures and societies of East Asia in an interdisciplinary program that encompasses language, literature, history, anthropology, art history, film, philosophy and religious studies. All majors and minors are expected to maintain at least a B- average in all EAS courses.

Washington University is one of the nation's oldest centers for the study of China and Japan. The program offers an impressive range of courses in modern Chinese, Japanese and Korean through the advanced level in addition to classical language study in Chinese and Japanese. Our teacher-scholars are dedicated to mentoring undergraduates with an interest in East Asia.

The EAS course of study is broad and flexible, and students can easily arrange for a double major within the College of Arts & Sciences or a dual major with another school in the university.

Given the importance of East Asia in the global economy, career possibilities are expanding dramatically. Our broad-based curriculum prepares students for East Asia-focused careers in academia, diplomacy, business, education and law, among others.

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## Lecturers

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MA, Taiwan Normal University  
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PhD, Nagoya University  
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**Ke Nie** ([http://ealc.wustl.edu/people/nie\\_ke](http://ealc.wustl.edu/people/nie_ke))  
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MA, University of Iowa  
(East Asian Languages and Cultures)

**Jingyi Wang** (<http://ealc.wustl.edu/people/jingyi-wang>)  
MA, Capital Normal University  
(East Asian Languages and Cultures)

**Kanako Yao** (<http://ealc.wustl.edu/people/kanako-yao>)  
MA, Ohio State University  
(East Asian Languages and Cultures)

## East Asian Librarians

**Tony Chang**  
MLS, University of California, Berkeley

**Ryuta Komaki**  
PhD, University of Illinois at Urbana-Champaign

**Wanqiu Zhu**

## Professors Emeriti

**John Haley**  
William R. Orthwein Distinguished Professor Emeritus  
LLM, University of Washington  
(Law)

**Laurence A. Schneider**  
PhD, University of California, Berkeley  
(History)

## Majors

### The Major in East Asian Studies

**Units required:** 24 upper-level units (300-level or above), no more than 9 of which may be in language

**Prerequisites:** Two of the following courses:

| Code           | Title                 | Units |
|----------------|-----------------------|-------|
| East Asia 223C | Korean Civilization   | 3     |
| East Asia 226C | Japanese Civilization | 3     |
| East Asia 227C | Chinese Civilization  | 3     |

#### Requirements:

1. Achieve third-year competence in Chinese, Japanese or Korean in one of the following ways: 1) by completing the second semester of the third year with a grade of B- or higher, or 2) by testing into the fourth year of the language. (Up to 9 units of advanced language, including classical language, may be used to fulfill the upper-level requirements for the major.) Native speakers who place out of all available courses in their native language may fulfill this requirement either with a second East Asian language or, with the approval of their major adviser, by completing 9 additional units (any level) in non-language EAS courses.

2. Up to 24 upper-level units selected from at least three different disciplines (anthropology, art history, film, history, literature, philosophy, religious studies or, when available, economics, political science, sociology, etc.) and at least two different areas of East Asia (e.g., Korea and Japan, China and Korea, China and Japan). Please note that at least one of these courses must focus on the premodern period.
3. Senior Capstone Experience (prime majors). EAS prime majors may satisfy their capstone requirement in one of two ways, both of which require a presentation in the Senior Symposium in the spring.
  - a) Successful completion of a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of 3.65 GPA. The thesis is researched and written over two semesters, for a total of 6 units, which are *in addition to* the 24 required for the major.
  - b) Successful completion of an approved 400-level course, to be taken in the senior year. (This course may be *included* as one of the required upper-level courses for the major.)

### Additional Information

- Students must maintain a B- average or higher in all courses taken to fulfill the requirements of the major. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
- Upper-level units may not be double-counted between majors and minors.
- Courses for the major may not be taken Credit/No Credit.
- No more than 6 units of transfer or study abroad non-language courses may be applied to the major.
- No more than 3 units of Independent Study may be counted toward the required upper-level 24 units for the major.
- EAS awards Honors to majors as an acknowledgment of exemplary work in the major.

## Minors

### The Minor in East Asian Studies

**Units required:** a minimum of 12 upper-level (300-level or above) units, no more than 3 of which may be in language

**Requirements:**

1. One of the following courses:
  - East Asia 227C Chinese Civilization (3 units)
  - East Asia 226C Japanese Civilization (3 units)
  - East Asia 223C Korean Civilization (3 units)
2. Achieve second-year competence in Chinese, Japanese or Korean in one of the following ways: 1) by completing the second semester of the second year with a grade of B- or

higher, or 2) by testing into the third year of the language. Native speakers who place out of all available courses in their native language may fulfill this requirement by taking the courses in a second East Asian language or, with the approval of their minor adviser, completing 6 additional units (any level) in non-language EAS courses.

3. At least 12 upper-level units selected from at least two different disciplines (e.g., anthropology and literature, art history and political science) and two different areas (e.g., China and Japan, Korea and China).

### Additional Information

- Students must maintain a B- average or higher in all courses taken to fulfill the requirements of the minor. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
- Upper-level units may not be double-counted between majors and minors.
- Courses for the minor may not be taken Credit/No Credit.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.
- Independent Study units may not be used to fulfill the requirement for the minor.

## Courses

Visit online course listings to view semester offerings for L03 East Asia (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L03&crslvl=1:4>).

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#### L03 East Asia 111 Introduction to Asian Art

Beginning with the birth of the Buddha and continuing through the present, this course introduces the most influential art and architecture from all across Asia. Each class covers both historic and modern works to emphasize the continuing dialogue between past and present in Asian art today. Classroom lectures; smaller, bi-weekly discussion sections. No prerequisite. Same as L01 Art-Arch 111

Credit 3 units. A&S: LA, CD A&S IQ: HUM, LCD Art: AH BU: HUM EN: H UColl: NW

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#### L03 East Asia 119 Freshman Seminar: Anime as Popular Culture

In the contemporary media landscape, film, television, games, publishing and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan "cool" and its avid consumer cultures cover: animation aesthetics and technology; media convergence; anime fan cultures; science-

fiction and remaking the body, history, and identity through global media. No prerequisites. Enrollment limited to 15 college freshmen. In addition to class meetings, there is a mandatory weekly scheduled screening.

Same as L53 Film 119

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 180 Freshman Seminar in Religious Studies

This course is for freshman only. The topic varies from semester to semester. Recent topics include Sexuality in Early Christianity; Miracles; and The Self in Chinese Thought.

Same as L23 Re St 180

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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### L03 East Asia 2210 Topics in Japanese Literature and Culture

A topics course on Japanese literature and culture; topics vary by semester.

Same as L05 Japan 221

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 223C Korean Civilization

A comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention is also paid to contemporary issues, social problems, and cultural trends.

Same as L51 Korean 223C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L03 East Asia 226C Japanese Civilization

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Same as L05 Japan 226C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 227C Chinese Civilization

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Our readings include literary, philosophical, and historical documents as well as cultural histories. Regular short writing assignments; take-home final. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

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### L03 East Asia 236F Introduction to East Asian Religions

This introductory course provides a basic, yet systematic, overview of certain major religious traditions that evolved in East Asia, particularly in China and Japan, but also in Korea. We begin with the classical Chinese traditions of Confucianism and Daoism, then turn our attention to Buddhism, which originated in India (ca. 500 BCE) and was later introduced into China (first century CE), Korea (fourth century CE) and Japan (sixth century CE). We then examine the Japanese tradition of Shinto, and

focus more specifically upon the development of new Japanese forms of Buddhism. The course ends with a brief look at the coming of some of these religions to the West, and in particular the United States.

Same as L23 Re St 236f

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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### L03 East Asia 260 Love and Murder in 17th-Century China

In this course we will read tales of sex and murder, of love and redemption, of ghosts and monsters, and of life and death. As such, it is a vivid depiction of life and society in all its ugliness and beauty during the last decades of the Ming dynasty. These tales are largely drawn from an English translation of the 17th-century collection of short, vernacular fiction known as *Gujin xiaoshuo* (Stories Old and New) as well as selections from subsequent collections. The course is discussion based, with periodic short writing assignments. Previous experience with Chinese literature and history is useful but not required. Topics of discussion will be wide-ranging but will include late Ming education, the literary representation of sex and gender, and the generic conventions of short vernacular fiction in the 17th century. Students new to Chinese literature are very welcome. Taught in English.

Same as L04 Chinese 260

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 294 Images of East Asia

A variety of topics offered individually which reflect the images of East Asian cultures.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 303 The Taoist Tradition

This course offers an introduction to the history, practices and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the second century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Same as L23 Re St 303

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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### L03 East Asia 3050 Contemporary Chinese Culture and Society

This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and

frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Same as L48 Anthro 3055

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC  
Art: SSC BU: IS EN: S

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### L03 East Asia 3056 Material Culture in Modern China

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life. Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Same as L48 Anthro 3056

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC EN: S

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### L03 East Asia 3060 East Asia Since 1500

This course seeks to explain the emergence of three of the most dynamic societies in early modern (1500-1800) and modern (1800-present) times: China, Korea and Japan. In addition to offering an introductory overview of East Asian history, this course provides an alternative view to American and European interpretations of early modern and modern world history. Rather than imagining East Asia as a passive actor in history, this course explores the ways in which East Asia has shaped global modernity.

Same as L22 History 3060

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 3112 Buddhist Traditions

This course examines the historical development of Buddhism from its origins in South Asia in the sixth to fifth century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet and East Asia. We close the course with an overview of Buddhism in the modern West.

Same as L23 Re St 311

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H  
UColl: NW

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### L03 East Asia 3162 Early Modern China: 1350-1890

This course examines political, socioeconomic and intellectual-cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility and questioning of received cultural values.

Same as L22 History 3162

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU:  
IS EN: H

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### L03 East Asia 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campuses, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory and changing over time is an important concern of this course.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L03 East Asia 3165 The Chinese Diaspora to 1949

China has had one of the most mobile populations in world history. This course will explore migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500-present). Specific topics will include: the internal migration that has helped to consolidate the borders of the modern Chinese state, such as Chinese migration to the southwest in the 18th century, to Taiwan in the 18th and 19th centuries, and into western China in recent decades as well as overseas Chinese migration to Southeast Asia, Australia, Europe, and the Americas, including St. Louis. In addition to examining how Chinese immigrants have adapted to local conditions both within and outside China, this course will explore the practices that have created and sustained diasporic networks in nearly every part of the world today.

Same as L22 History 3165

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L03 East Asia 316C Modern China: 1800-Present

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that led to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Same as L22 History 316C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU:  
IS

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**L03 East Asia 3202 Japan from Earliest Times to 1868**

A survey of the history of the Japanese archipelago from prehistory to the Meiji Restoration of 1868, this course is designed to acquaint students with pre-industrial Japanese society and the discipline of history. In addition to tracing political, social, and cultural narratives across time, we focus on three themes: the emergence of a centralized state and the subsequent transition from aristocratic to warrior to commoner rule; interactions with the world beyond Japan's borders; and issues of gender and sexuality.

Same as L22 History 3202

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L03 East Asia 324 A User's Guide to Japanese Poetry**

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse — the poetic diary, linked verse, haiku and others — and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Same as L05 Japan 324

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L03 East Asia 3260 Samurai, Rebels and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings Tuesdays at 7 p.m.

Same as L53 Film 326

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L03 East Asia 3263 Topics in East Asian Studies**

A topics course on a variety of East Asian subjects.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L03 East Asia 3301 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester.

Same as L04 Chinese 330

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L03 East Asia 3310 19th-Century China: Violence and Transformation**

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism, and from within, in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we explore the ways in which the origins of the dynamic society and economy found in China today, as well as the worldwide influence of overseas Chinese, can be traced to this century of turmoil.

Same as L22 History 331

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM, HUM Art: HUM, HUM BU: IS

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**L03 East Asia 332C Japanese Literature: Beginnings to 19th Century**

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Same as L05 Japan 332C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L03 East Asia 333C The Modern Voice In Japanese Literature**

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language required.

Same as L05 Japan 333C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L03 East Asia 3352 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with

other Chinese cities. It presents a range of the urban experience in modern China.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L03 East Asia 3361 The Floating World in Japanese Literature**

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Same as L05 Japan 336

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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**L03 East Asia 3411 Early and Imperial Chinese Literature**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual and historical contexts; most class time is devoted to student discussions of masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings available in English translation.

Same as L04 Chinese 341

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM EN: H

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**L03 East Asia 3412 Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern and contemporary art. Emphasizing painting, sculpture, architecture and print culture, the course also explores the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

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**L03 East Asia 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

This course examines Chinese art and material culture from the prehistoric period through the end of the medieval Tang dynasty, when the Chinese capital boasted a cosmopolitan population of more than one million people. Topics covered include Neolithic ceramics and jades, the bronzecasting tradition, funerary art and architecture, the Terracotta Army, the origins of Chinese brush arts, Buddhist painting and sculpture, and the varied exotica of the Silk Road. Each class teaches recent works together with the ancient to demonstrate how the origins of Chinese art and architecture continue to influence contemporary works. Prerequisites: Intro to Asian Art (L01 111) or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H

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**L03 East Asia 3421 Modern and Contemporary Chinese Literature**

An introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. We look at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings in English translation.

Same as L04 Chinese 342

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: ETH

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**L03 East Asia 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. Engaging with the theoretical issues in art history, we also pay particular attention to questions of gender, social identity, cultural politics and government control of art. No prerequisite.

Same as L01 Art-Arch 3425

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

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**L03 East Asia 3442 Tradition and Innovation: Chinese Painting from the 4th to 20th Centuries**

Tracing the unbroken history of Chinese painting from the first through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH EN: H

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**L03 East Asia 3462 Topics in East Asian Religion**

This course explores one of the various topics in East Asian Religions. Recent topics include Tantric Buddhism and Death; and Dying and the Afterlife in East Asian Religions.

Same as L23 Re St 346

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L03 East Asia 3464 Japanese Literature in Translation II**

This topics course explores Japanese literature in translation. Topics vary by semester.

Same as L05 Japan 346

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L03 East Asia 352 Literature of Modern and Contemporary Korea**

This undergraduate course surveys the major writers and works of 20th-century Korean literature. During the 20th century, Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. In class discussion, we pay special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, we observe the prominent ideas, themes and genres of Korean literature. This class combines discussion with lecture with students strongly encouraged to participate. All literary texts are in English translation, and no previous knowledge of Korean is required.

Same as L51 Korean 352

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L03 East Asia 355 Topics in Korean Literature and Culture**

A topics course in Korean literature and culture; topics vary by semester.

Same as L51 Korean 355

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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**L03 East Asia 3582 Chinese Screen Romance**

Romance is a popular theme in cinema. Since the early silent "Laborer's Love," Chinese filmmakers have created love stories on the silver screen through a variety of film genres, styles, and cultural perspectives. The "romantic" film lens not only follows popular narratives in general but also intervenes modern Chinese culture in significant historical moments. This course surveys the history of Chinese-language cinema through the diverse representation of romantic film plots from the 1920s to the contemporary. During the semester, we will explore the romantic trope in early cinema, leftist cinema of the Republican era, postwar musicals, popular genres in the 1970s and 1980s, new wave cinema in Taiwan, Hong Kong, and the PRC, cinema dealt with historical legacies, and some transnationally coproduced films. By visiting a rich history of screen romance, we will learn how love, sexuality and emotion in Chinese cinema represent individual aesthetics and aspiring cultural critiques. All lectures and assignments will be in English. Film materials will be provided with English subtitles.

Same as L04 Chinese 3582

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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**L03 East Asia 365 Topics in Modern Korean Literature**

A topics course on modern Korean literature.

Same as L51 Korean 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L03 East Asia 3702 The Dream of the Red Chamber**

Considered by many to be the pinnacle of Chinese vernacular fiction, the sprawling novel *The Dream of the Red Chamber*

(Honglou meng) follows the fortunes of a peculiar young man, Jia Baoyu, as his once elite family crumbles around him. This beloved novel, published in 1791 and known also as *The Story of the Stone*, has had an outsized impact on Chinese culture for well over two centuries, inspiring TV and movie adaptations, and even amusement parks. The course is largely discussion based, with periodic short writing assignments. Topics of discussion will be wide-ranging but will include Qing dynasty society, the literary representation of sex and gender, the distinction between fiction and nonfiction, and the generic conventions of the late imperial vernacular novel. Previous experience with Chinese literature and history is recommended but not required. Taught in English. Same as L04 Chinese 3702

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L03 East Asia 3750 Revolution and the Modern Nation in Chinese Literature and Culture**

This course is an introduction to modern China through literature, critical thought, and analysis during of the first half of the 20th century. In this semester we read the important examples of fiction, essays and criticism, against their historical and cultural background. Beginning with reform-minded Confucian scholars around the turn of the century, modern Chinese literature and culture has had an overriding concern with the fate of China itself. As a result, close readings of literature, popular culture, and criticism from the late Qing Dynasty to the Cultural Revolution give us insight into many of the fundamental issues facing the Chinese people through decades of revolution, foreign invasion, civil war and modernization. During the first half of the century, Chinese literature and culture saw the great achievements of canonical modern writers, such as Lu Xun, Shen Congwen, and Ding Ling. After the founding of the People's Republic of China in 1949, a singular revolutionary culture ensued, in which literature and the arts were put in the service of political consciousness-molding and Cultural Revolution. During this time, an alternative Chinese literary culture developed in Taiwan, resulting in work that featured various strains of modernism and its resistance. All readings are in English.

Same as L04 Chinese 3750

Credit 3 units. A&S IQ: LCD EN: H

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**L03 East Asia 3751 Topics in Comparative Literature I: The Trope of "China" in the Imagination of the Chinese Diaspora**

Same as L16 Comp Lit 375

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L03 East Asia 3822 From McDonald's to K-Pop: New Movements in East Asia**

This course aims to help students to obtain competent knowledge about contemporary East Asian cultures and societies. We explore a broad set of topics in a transregional setting, from gender, filial piety and kinship to the upsurge of new waves, including consumer and pop cultures, the "cuteness" culture, and individualization. Our interrogation examines cultural variables, transregional dynamism, local receptions of "Western" influences, and the global impact of cultural movement in East Asia.

Same as L97 IAS 3822

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L03 East Asia 386 Empires and Aftermaths (WI)**

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, all of which are informed by the work of Michel Foucault. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Korea, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Same as L97 IAS 386

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS  
EN: H

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**L03 East Asia 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films and material artifacts, we investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports, and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy or political science) required. Enrollment by instructor approval only.

Same as L48 Anthro 4011

Credit 3 units. A&S: SS, CD, WI A&S IQ: LCD, SSC Art: SSC  
EN: S

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**L03 East Asia 4030 Topics in East Asian Religions**

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4033 Culture, Illness and Healing in Asia**

This course examines the place of health, illness and healing in Asian societies. We explore how people experience, narrate and respond to illness and other forms of suffering — including political violence, extreme poverty and health inequalities. In lectures and discussions we discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course familiarizes students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help

us understand human suffering and formulate more effective interventions.

Same as L48 Anthro 4033

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L03 East Asia 4062 The Art of Borrowing: The "West" in Japanese Life**

This course aims to examine Western influences in Japan and Japan's reconceptualizing the "West" in various aspects of popular culture, including cuisine, sports, music, language, advertising, entertainment and domesticity. It is primarily an anthropological survey with historical references on Japan's turn to Western civilization in the modern era. The course explores Japanese perceptions of the "West," and how Japanese consume the "West" by attaching meanings to "Western" symbols and practices, and making them part of Japanese culture and life. Rather than explicating Japan's relationship with the West, the course scrutinizes the "West" constructed within Japanese discourse, as both a racial/ethnic other and a cultural fantasy. Course assignments include a round table discussion on specific topics relating to cultural integration and internationalization, and globalization and localization.

Same as L97 IAS 4062

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4180 Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM  
Art: HUM EN: H

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**L03 East Asia 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions**

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the 16th century depicted the interactions of the living and the dead. Despite the distinct genres, time periods and topics, one important aspect will regularly appear: Apparently people perceived the boundaries between the living and the dead to be quite porous in premodern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends and government officials.

Same as L23 Re St 419

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L03 East Asia 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Prerequisites: Advanced undergraduate students must have taken no fewer than two China-related courses at the 300 level or higher. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L03 East Asia 425 Zen Buddhism**

This course is designed as an exploration of the history, teachings, practices and literature of Zen Buddhism in China (Chan), Korea (Sôn), Japan (Zen), and the United States. We discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we briefly explore the response of Zen teachers and practitioners to questions of war, the environment and other contemporary issues. Open to seniors and graduate students. Prerequisites: L23 Re St 311 Buddhist Traditions or instructor's permission.

Same as L23 Re St 425

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4290 Madness in Modern Chinese Literature and Visual Culture**

Madness is an important theme in literature and visual culture. Since Lu Xun's "The Diary of a Madman," modern Chinese writers and artists in the 20th century have created a diversity of mad characters, narratives, and worlds in their works. Madness in these works might be a means of social critique, a negotiation with the traumatic past, an experiment in the styles of storytelling, or some other alternatives that disrupt the normal orders. Through a close reading of selected cultural texts from China and transnational Chinese communities, this course surveys the representations of madness in modern Chinese literature, cinema and visual arts. All lectures, discussions and assignments will be in English. Prerequisite: permission of instructor.

Same as L04 Chinese 4290

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4310 Renegades and Radicals**

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio and others. No knowledge of Japanese necessary. Mandatory weekly screening: Tuesdays at 7 p.m.

Same as L53 Film 431

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4372 Contemporary Korean I: Topics in Korean Literature and Culture**

Advanced- to high advanced-level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. This course to be taken in the fall semester. Prerequisite: grade of B- or better in Korean 418 or placement by examination with instructor's permission.

Same as L51 Korean 437

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS EN: H

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**L03 East Asia 4430 Memory, Tears and Longing: East Asian Melodrama Film**

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an effect and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese-, Korean-, and Chinese-language productions with key critical texts in melodrama studies. We see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We examine melodrama's complex ties to modernity, tradition and cultural transformation in East Asia; special emphasis is placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening. Same as L53 Film 443

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 445 Japanese Fiction**

A study of the themes, styles, and genres of Japanese fiction as revealed in representative works of major authors such as

Soseki, Tanizaki, and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing and 6 units of literature.

Same as L05 Japan 445

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art: HUM

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**L03 East Asia 4450 Topics in Modern Japanese Literature**

A topics course on modern Japanese literature; topics vary by semester. Prerequisites: Junior standing and 6 units of literature. Same as L05 Japan 4451

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 446 Japanese Theater**

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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**L03 East Asia 4482 Japanese Prints**

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting or permission of instructor.

Same as L01 Art-Arch 4482

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L03 East Asia 4483 Japanese Poetry**

A comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read in English translation, although knowledge of Japanese will be useful. Graduate students and Japanese majors will be expected to read original materials extensively. Prerequisite: junior standing and 6 units of literature course work.

Same as L05 Japan 448

Credit 3 units. A&S: TH Art: HUM

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**L03 East Asia 4489 The Three Emperors: Redefining Chinese Art in the Golden Age**

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng, and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art,

architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long 18th century. Prerequisites: Intro to Asian Art (L01 111); or one 300-level course in Asian Art History, History or Literature; or permission of instructor.

Same as L01 Art-Arch 4489

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L03 East Asia 4490 Topics in Comparative Literature**

Same as L16 Comp Lit 449

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L03 East Asia 4492 Modern Japanese Women Writers: WI**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction is available in English translation, and students need not be familiar with Japanese. Prerequisite: 6 units of literature/women's studies and junior standing, or permission of the instructor. Writing Intensive course.

Same as L05 Japan 449

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI EN: H

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**L03 East Asia 4494 East, Meet West: Cross-Cultural Aesthetics in Chinese and Japanese Art**

This seminar grounded in cross-cultural aesthetics examines East Asian visual responses to European art and science from the 16th through 19th centuries. First introduced by Jesuit missionaries, continued by merchants, and culminating with colonial enterprises, the same Western ideas and works left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art, before proceeding thematically through time to cover painting, cartography, woodblock prints, ceramics and photography within transregional and transcultural contexts. Prerequisites: at least one course in Asian art or permission of instructor.

Same as L01 Art-Arch 4494

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L03 East Asia 4496 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi,

and others. A selection of novels and shorter fiction is available in English translation, and students need not be familiar with Japanese. Prerequisite: 6 units of literature/women's studies and junior standing, or permission of the instructor.

Same as L05 Japan 4491

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L03 East Asia 4501 Masterworks of Early Japanese Literature**

An intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: *The Tale of Genji*, court diaries, poetry anthologies, Noh drama, *The Tale of the Heike*, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prerequisite: junior standing. Prior knowledge of early Japanese literature or history is recommended. Texts are read in English translation. Same as L05 Japan 450

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L03 East Asia 4510 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. Prerequisites: This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Advanced undergraduate students must have taken at least one China-related course at the 300-level or higher.

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM EN: H

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**L03 East Asia 4550 Topics in Korean Literature and Culture**

Varied topics in Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic. Same as L51 Korean 455

Credit 3 units. A&S: LA, CD A&S IQ: LCD EN: H

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**L03 East Asia 4610 Ocean, Island, Ghetto, Globe: The Routes and Horizons of Asian American Literature**

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.

Same as L14 E Lit 461

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L03 East Asia 4641 Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: Japan 458 or instructor's permission.

Same as L05 Japan 464

Credit 3 units. A&S: LA A&S IQ: LCD

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**L03 East Asia 467 The Chinese Theater**

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan and Hong Kong. Background in either China studies or theater in other cultures recommended.

Same as L04 Chinese 467

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L03 East Asia 470 Readings in Chinese Literature**

Selected literary masterpieces in Chinese, including examples of poetry and prose. All readings and discussion in Chinese. Open to both graduate and undergraduate students. Prerequisite: permission of instructor.

Same as L04 Chinese 470

Credit 3 units. A&S: TH Art: HUM

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**L03 East Asia 471 Topics in Japanese Culture**

A topics course on Japanese culture; topics vary by semester. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 4711 Topics in Religious Studies**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L03 East Asia 476 Reading Seminar in Chinese Traditional Fiction**

Extensive readings in major critical works in Chinese and English concerning fiction of imperial China, with emphasis on vernacular fiction of the Ming and Qing periods. Weekly discussions and short reading reports. Knowledge of Chinese language and literature normally required, but arrangements can be made for graduate students in such programs as East Asian Studies and Comparative Literature.

Same as L04 Chinese 476  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L03 East Asia 477 Cultures of Memory in Post-War Germany and Japan**

Post-war German and Japanese societies have long grappled with the issue of how to confront and commemorate World War II. This interdisciplinary course, team-taught by specialists in these fields, explores key aspects of post-war culture under four central rubrics: defeat, guilt, memory and renewal. We examine constructions of memory in a diverse range of texts, including historical, literary and cinematic narratives. Several key questions guide our discussions. What is the relationship between perpetration and suffering? How do different cultures represent and repress wartime experience and how do these articulations and omissions shape memory? How are memories of war participation and trauma shared and transmitted across generations? What do we remember and why?

Same as L97 IAS 477  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L03 East Asia 4770 Reading Seminar in Chinese Traditional Poetry**

A seminar on Chinese traditional poetry with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 477  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 479 Reading Seminar in Modern Chinese Literature**

A seminar on modern Chinese literature with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 479  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM

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**L03 East Asia 4791 Seminar in Religious Studies: Engendering Religious Studies**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L03 East Asia 480 Topics in Buddhist Traditions**

The topic for this course varies.

Same as L23 Re St 480  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L03 East Asia 4801 Reading Seminar in Chinese Popular Literature and Culture**

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 480  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 4811 Reading Seminar in Religion and Chinese Literature**

A seminar on religion and Chinese literature with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 481  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L03 East Asia 482 Reading Seminar in Gender and Chinese Literature**

A seminar on gender and Chinese literature with varying topics. Prerequisite: Chinese 341 or instructor's permission.

Same as L04 Chinese 482  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 484 Core Seminar in East Asian Studies: A Consideration of Scholarship on East Asia**

Introduction to problems and approaches in East Asian Studies. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 486 Independent Work For Senior Honors**

This course is to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L03 East Asia 4891 Topics in Modern Chinese Literature**

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: permission of instructor.

Same as L04 Chinese 489  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L03 East Asia 4892 Topics in Chinese Literature and Culture: The Chinese City in the Global Context**

A topics course on Chinese literature and culture; topics vary by semester. Prerequisite: instructor's permission.

Same as L04 Chinese 4891  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: HUM EN: S

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**L03 East Asia 490 Topics in Chinese Literature and History**

A topics course on Chinese literature and history; topics vary by semester. Prerequisite: permission of the department.

Same as L04 Chinese 490  
Credit variable, maximum 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L03 East Asia 4911 Modern Japan and the Invention of Tradition**

A discourse of "uniqueness" has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course explores the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we also consider a range of artistic, cinematic and cultural production. Considerable attention is paid to "Nihonjinron," an important — and best-selling — genre of "Japanese uniqueness" writing. Our goal is to make sense of the complex intersection of traditionalism and modernism in 20th-century Japan, and to consider the larger question of modern nationhood and the construction of national identity.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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### L03 East Asia 4912 Topics in Japanese Literature & History

A topics course on Japanese literature and history; topics vary by semester. Prerequisite: permission of instructor.  
Same as L05 Japan 491  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM EN: H

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### L03 East Asia 4914 Advanced Seminar in History: Japan in World War II: History and Memory

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We will trace the war, from the first Japanese military attack on China in 1931 through the U.S. atomic bombings of Hiroshima and Nagasaki in 1945. We will also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia, and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of Memory Studies in History.  
Same as L22 History 4914  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L03 East Asia 496 Readings in Asian Studies

Prerequisite: permission of the chair of the department.  
Credit variable, maximum 3 units. A&S: TH A&S IQ: HUM EN: H

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### L03 East Asia 4967 Advanced Seminar: East Asian History

Despite the growing importance of native-place identities during the late Imperial era, China had an increasingly mobile population. This course examines the movement of people in China approximately from 1500 to 1900, including voluntary and forced migration, travel associated with trade, travel for civil service examinations and official postings, exile, urban sojourning, religious pilgrimages, and touring. In addition, this course will focus on relations between locals and sojourners or migrants, as well as the perceived dangers that geographical mobility posed for the state and the social order.  
Same as L22 History 4967  
Credit 3 units. A&S: TH

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### L03 East Asia 4971 Guided Readings in Korean

This course normally is taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.  
Same as L51 Korean 497  
Credit variable, maximum 3 units. A&S: LA EN: H

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### L03 East Asia 498 Guided Readings in Chinese

Prerequisite: graduate standing and permission of the instructor and the graduate adviser. Course normally taken after successful completion of Chinese 428. May be repeated once for credit.  
Same as L04 Chinese 498  
Credit variable, maximum 3 units. A&S: LA

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### L03 East Asia 499 Guided Readings In Japanese

Prerequisites: senior standing and permission of the instructor and the department chair. Course usually taken after successful completion of Japan 459. May be repeated once.  
Same as L05 Japan 499  
Credit variable, maximum 3 units. A&S: LA

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## Economics

The Economics program explores the problems of a modern economy and introduces the methodological tools economists use. It emphasizes the development of analytical models and their application to important economic, social and political issues such as inflation, unemployment, taxation, poverty, pollution, government decision-making and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in: economic history, game theory, microeconomics, industrial organization, macroeconomics, monetary economics, political economy and public finance.

The study of economics contributes to a broad liberal arts education and helps students develop superior problem-solving skills. It is an excellent course of study to pursue, whether students plan to enter the workforce after graduation or are considering graduate work in law, engineering or the social sciences. Economics also provides exceptional preparation for careers in business, either immediately following graduation or after completing master's-level graduate work in business (e.g., MBA, MS Finance). In addition to the introductory and intermediate economic theory courses, courses that have particular relevance for business include: Econ 335, Econ 413, Econ 4151, Econ 428, Econ 451, Econ 452 and Econ 467. Economics students with business interests should strongly consider completing at least one internship (academic credit for unpaid internships is available via Econ 299) to obtain practical business experience, and they should discuss with their advisers the possibility of taking courses such as accounting in the Olin Business School.

**Contact:** Dorothy Petersen, Academic Coordinator  
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Professor  
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### Associate Chair

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## Postdoctoral Fellow

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## Affiliated Faculty

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## Professors Emeriti

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**Frederic Q. Raines** ([http://economics.wustl.edu/people/Frederic\\_Raines](http://economics.wustl.edu/people/Frederic_Raines))  
PhD, University of Wisconsin

## Majors

### The Major in Economics

**Total units required:** 37-39

#### Required courses:

| Code                    | Title  | Units |
|-------------------------|--|-------|
| Econ 1011               | Introduction to Microeconomics   | 3     |
| Econ 1021               | Introduction to Macroeconomics   | 3     |
| Math 131                | Calculus I   | 3     |
| Math 132                | Calculus II  | 3     |
| Math 2200               | Elementary Probability and Statistics<br>(or an alternative statistics course,<br>which must be approved by the<br>department) | 3     |
| Econ 493<br>or Math 233 | Mathematical Economics<br>Calculus III   | 1-3   |
| Econ 4011               | Intermediate Microeconomic Theory  | 3     |
| Econ 4021               | Intermediate Macroeconomic Theory  | 3     |
| Econ 413                | Introduction to Econometrics   | 3     |
| Total Units             |  | 25-27 |

#### Elective courses:

Four advanced economics electives (12 units), at least two of which must have an Econ 4011 or Econ 4021 prerequisite.

## Additional Information

Majors must complete Econ 4011, Econ 4021 and the Econ 4011/Econ 4021 prerequisite electives in residence during the fall or spring semesters.

The 21 upper-level units (300- and 400-level) required for the major must be independent of other majors or minors (i.e., upper-level economics course work required for the major may not be double-counted for another major or a minor).

**Senior Honors:** Students are invited (in the second semester of the junior year) to participate in the honors program during their senior year if they meet certain academic requirements.

More information on the major, the minors, course offerings and the honors program are in the Economics Undergraduate Guide, available on the department website (<http://economics.wustl.edu>) and from the department. Students also are encouraged to contact the Academic Coordinator ([dottie@wustl.edu](mailto:dottie@wustl.edu)) with any questions.

## Minors

### The Minor in General Economics

**Economics Units required:** 15

**Required courses:**

| Code        | Title                             | Units |
|-------------|-----------------------------------|-------|
| Econ 1011   | Introduction to Microeconomics    | 3     |
| Econ 1021   | Introduction to Macroeconomics    | 3     |
| Econ 4011   | Intermediate Microeconomic Theory | 3     |
| Econ 4021   | Intermediate Macroeconomic Theory | 3     |
| Total Units |                                   | 12    |

**Elective course:** One elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course.

**Prerequisites:** The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to, or concurrent with, enrollment in Econ 4011. The prerequisite courses for Econ 4021 are Econ 1021 and Econ 4011.

### The Minor in Applied Microeconomics

**Economics units required:** 15

**Required courses:**

| Code        | Title                             | Units |
|-------------|-----------------------------------|-------|
| Econ 1011   | Introduction to Microeconomics    | 3     |
| Econ 1021   | Introduction to Macroeconomics    | 3     |
| Econ 4011   | Intermediate Microeconomic Theory | 3     |
| Total Units |                                   | 9     |

**Elective courses:**

- One economics elective having Econ 4011 as a prerequisite course.
- One economics elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course.

**Prerequisites:** The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to, or concurrent with, enrollment in Econ 4011.

## Courses

Visit online course listings to view semester offerings for L11 Econ (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L11&crslvl=1:4>).

### L11 Econ 1011 Introduction to Microeconomics

Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken.

Credit 3 units. A&S: SS, QA A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, NSM, SSC EN: S

### L11 Econ 1021 Introduction to Macroeconomics

Business fluctuations: inflation and recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 also should be taken.

Credit 3 units. A&S: SS, QA A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, SSC EN: S

### L11 Econ 202 The Great Economists

Examination of the great economic thinkers, the problems they sought to solve, the historically conditioned assumptions that they bring to their work, and the moral issues they raise. The class reads from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith and others as well as commentary from Heilbroner. These readings are paired with selected texts on the social and moral issues of their times. Open only to participants in Text and Tradition.

Same as L93 IPH 201B

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

### L11 Econ 208 Economics and Society

Economics and Society is a freshman seminar, open to interested students, and is without prerequisites of any kind. Two to four topics will be chosen for in-depth discussion during the semester. Possible topics include, but are not limited to: inequality (domestic and international); globalization (pros/cons); "big banks" and their role in financial crises; wars and national security; health and disease; capitalism and socialism. The seminar seeks to spread economic literacy among tomorrow's opinion leaders, improve their ability to analyze social issues, help them explain their viewpoint to others, and understand different opinions. (The course cannot be used for economics major/minor credit.)

Credit 3 units. A&S IQ: SSC BU: BA

### L11 Econ 2391 Economics as Cultural Systems

Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics to be covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance, and Marxist sociology.

Same as L48 Anthro 3391

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH  
EN: S

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**L11 Econ 299 Internship**

Students may receive up to 3 units of credit for an unpaid internship. The internship must be approved by the Career Center and supervised by a faculty member. Note: Consult Career Center for further information. This course does not count toward the major or minor in economics.

Credit variable, maximum 3 units.

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**L11 Econ 326 American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and 1021.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L11 Econ 335 Money and Banking**

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L11 Econ 348 Economic Realities of the American Dream**

Exploration of the realities of economic life in the United States and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L11 Econ 3501 Political Economy**

The course introduces students to the field of political economy. The approach is to apply the economic theory and concepts to political actors and behavior. Students are expected to learn: how economic and political forces may shape the incentives and constraint of political actors (e.g., voters and policy makers); the role of institutions in shaping both political behavior and policy outcomes. Prerequisite: Econ 1011.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 352 Health Economics**

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L11 Econ 3761 International Economics**

This course provides an analysis of the international economy, the economic theories that help explain it, and analysis of important current issues of international economic policy. The

course covers both trade and monetary issues. Prerequisites: Econ 1011 and Econ 1021.

Same as L97 IAS 376

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L11 Econ 380 Labor and the Economy**

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L11 Econ 4011 Intermediate Microeconomic Theory**

Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of general equilibrium under pure exchange, including the concepts of competitive equilibrium and Pareto efficiency. Discussion of the role of time as it pertains to interest rates, discounting and net present value. Analysis of standard monopoly and simple oligopoly problems. Development of noncooperative game theory, including strategic and extensive-form equilibria and Nash and sub-game perfect equilibria. Thorough training in intermediate theory requires both Econ 4011 and Econ 4021. Prerequisites: Econ 1011, Math 132 and concurrent enrollment in, or prior completion of, either Math 233 or Econ 493 (Mathematical Economics).

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 4021 Intermediate Macroeconomic Theory**

National income and labor market measurement. Business cycle facts and consideration of alternative explanations for business cycle phenomena. Development of Solow growth model, along with theories of endogenous growth and an examination of reasons for differences in growth rates across counties. General equilibrium description of firms and consumers in labor and product markets. Implementation of monetary and fiscal policy, and exploration of the impact of policy changes on the macroeconomy. Prerequisites: Econ 1021 and Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 404 Behavioral Economics and Experimental Economics**

Behavioral economics is an effort to incorporate ideas from psychology into economic models of behavior. We will focus on popular experimental anomalies, including the Allais and Rabin paradoxes, ultimatum bargaining, the centipede and public goods contribution games. We will examine the extent to which these are consistent with standard economic theory and how they may contradict it. The primary focus will be a critical examination of psychological theories of nonstandard preferences including loss aversion, probability weighting, reciprocity, fairness and present bias. Theories of incorrect beliefs and systematic biases such as money illusion and procrastination will be covered. Applications to the current economic crisis will also be discussed. The class will include an introduction to experimental methods in economics, including hands-on experience in the MISSEL laboratory. A sound grounding in economic theory is essential to the course. You must have successfully completed Econ 4011, and should be acquainted with basic optimization theory, expected utility theory,

risk aversion, discounting and basic game theory including dominance, Nash equilibrium and subgame perfection.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: FAAM EN: S

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#### L11 Econ 407 Market Design

The objective of this course is to study how to design mechanisms to allocate scarce resources and how to create successful marketplaces. We will primarily consider two topics: (1) two-sided matching markets, such as the National Resident Matching Program and the Kidney Exchange for transplants, and (2) auctions used by Google, Facebook, etc. Time permitting, a third topic will be the problem of designing and regulating market "platforms," such as the e-commerce markets run by eBay, Amazon, and Craigslist, and applications marketplaces run by Apple, Google, etc., as well as the electronic financial trading platforms run by the NYSE. Prerequisite: Econ 4011.  
Credit 3 units. A&S IQ: SSC

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#### L11 Econ 411 Optimization and Economic Theory

An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome. Prerequisites: Econ 4011 and Math 309 or permission of the instructor.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: FAAM EN: S

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#### L11 Econ 413 Introduction to Econometrics

Course provides a basic working knowledge of econometrics. Topics include: translation of economic theory into statistical models; statistical foundations of econometrics; preregression analysis; bivariate and multiple regression techniques; hypothesis testing; multicollinearity; specification error; autocorrelation; errors in variables; identification; and simultaneous estimation. Prerequisites: Econ 1011, Econ 1021, and Math 2200 or equivalent.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L11 Econ 413W Introduction to Econometrics with Writing

Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is a student's initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. The three writing assignments and the final paper will provide students an opportunity to formulate an economic model, estimate the model with appropriate data, and interpret the results. This experience will help students understand how econometrics relates to other upper-level economics courses which focus on theoretical models for how the world operates. Econometrics provides a method of testing the validity of these economic models, and the term paper will improve students' writing skills, giving them a chance to write clearly and concisely about technical material. Prerequisites: Econ 4011 and Math 2200 or equivalent. *Please Note:* Requests for online registration will be wait listed, and students will be enrolled according to economics major/minor status and student level (e.g., priority to Level 8 economics majors). Students should also select the "A" subsection.  
Credit 3 units. A&S IQ: SSC, WI

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#### L11 Econ 4151 Applied Econometrics

Introduction to econometrics as it is applied in microeconomics. Emphasis is on hands-on implementation of the models covered in the course. Topics related to the analysis of microeconomic data include cross-section and panel data linear models and robust inference; instrumental variables estimation; simultaneous equation models; models for discrete choice; and truncation, censoring and sample selection models. The Friday "A" subsection is an opportunity to get assistance with the STATA-based assignments, via a TA-led help session. Attendance at the subsection is recommended, but not required. Prerequisites: Econ 4011 and Econ 413. Math 309 is recommended.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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#### L11 Econ 428 Capital Market Imperfections and Entrepreneurial Finance

Analysis of problems in capital markets for firm financing and institutional structures that address these problems. Investigation of asymmetric information between firms and potential investors and associated moral hazard and adverse selection problems that raise the cost of funds and constrain firm growth. Empirical tests for the presence of financing constraints on firms. A substantial portion of the course explores the role of venture capital, especially in the high-tech sector of the United States economy where venture capital is important for commercializing cutting-edge science. Prerequisite: Econ 4011. Econ 413 is recommended.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L11 Econ 429 Decision Under Risk and Time

This course covers topics on individual decision making, subject to risk and to inter-temporal considerations. The emphasis is on economic modeling, which combines both theory and reality. The course begins by establishing a framework for analyzing preferences about risky outcomes. This framework is applied to practical problems such as portfolio choice, asset pricing and insurance. The remainder of the course considers decision-making in the long run, with focuses on the lifecycle consumption-versus-saving decision, the problem of time inconsistency and other real-world implications. Prerequisites: Econ 4011, Math 2200.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### L11 Econ 4301 Understanding the Financial Crisis

The global financial crisis of 2007-2009 was the most severe since the Great Depression. The goal of the course is to provide tools to analyze key elements of this crisis. We will move from a corporate finance perspective — to understand the behavior of firms and financial institutions — to a macroeconomic perspective — to make this behavior in aggregate outcomes and policy responses. Topics covered include: the U.S. crisis in historical and international perspective; corporate finance of firms and banks in closed and open economy; monetary and fiscal policy intervention; the open economy dimension of the financial crisis; the European Sovereign Debt crisis.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: FAAM EN: S

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#### L11 Econ 435 Open Economy Macroeconomics

This course begins with a review of international trade theory, of the balance of payment accounts, and their relationship to international borrowing and lending. We then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course also

explores monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries, and their relation to stabilization program. Prerequisite: Econ 4021.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L11 Econ 437 The Economics of Financial Intermediation**

The structure and the role of banks have changed tremendously. The historically-traditional activity of granting loans and collecting deposits has evolved into a much richer and more complex set of financial contracts. The separation between financial asset trading activity and traditional commercial bank activity that was typical of the financial system in the period after the World War II also disappeared. Coincident with the evolution of financial institutions was the development of the asymmetric information model. The role of banks in the economy can be explained with the tools developed in these models of the economics of information, as a microeconomic theory of banking does not exist when information is symmetric and markets are complete. The economics of information literature is also used to explain the evolution of financial institutions and markets, and to understand the consequences of that evolution for economic outcomes (such as economic development and financial crises) and for monetary policy choices (such as central bank interventions, regulations and changes in the payments system). Prerequisite: Econ 4011; Econ 4021 recommended, but not required.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 444 Innovation and Intellectual Property: Theory and Practice**

Innovation — figuring out better and cheaper ways of satisfying human desires — is the key to improving our well-being. It is not patient saving and accumulation that makes us so much better off than we used to be: capital accumulation is only the conduit through which the innovation juices flow. The question is: What drives it? How come some societies are apparently much more innovative than others? How come we have the impression that most useful inventions took place in the past three centuries? Are there policies that help fostering innovation and others that hurt? The course tries to address these questions. Economists have many theories of innovation, some better than others. We look at the theories, we examine the facts (past and present), then we go back to the theories and reconsider their explanatory power. With this background, we approach the debate about intellectual property, what it is and what it is not good for, whose interests it serves, and whose well-being it thwarts. Prerequisite: Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 445 Public Finance**

The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion and proposals for fundamental tax reform. Prerequisite: Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L11 Econ 448W Current Macroeconomic Issues**

Review and extension of macroeconomic models from Econ 4021 from a comparative perspective and use of these models to analyze current macroeconomic and policy issues. Topics include recession and recovery; long-term growth; saving and social security; investment; and monetary policy. Multiple writing assignments that emphasize critical analysis of theoretical perspectives and readings applied to current macroeconomic topics. Assignments are revised to improve logical structure, clarity and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 4021. Please note: Requests for online registration are wait-listed.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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**L11 Econ 451 Environmental Policy**

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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**L11 Econ 452 Industrial Organization**

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC

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**L11 Econ 460 Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decision-making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment; landlord-tenant relations; crime; and urban transport systems. Prerequisite: Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L11 Econ 467 Game Theory**

This course covers advanced applications of Game Theory in economics. Topics include expected utility, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, Nash equilibrium and its refinements. We apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. Prerequisites: Econ 4011 and Math 2200.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L11 Econ 472 Topics in Growth and Development**

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population; human capital and labor market development; R&D and innovation; finance

and growth; modernization and industrial transformation; world income disparities and poverty problems; institutions and political economy issues; environmental and social factors; and international trade and economic integration. Prerequisites: Econ 4011 and Econ 4021.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 4721 Advanced Topics in Modern Economic Growth**

This course studies economic theories that explain the observed patterns of economic development across time and space. What explains the growth of the world economy since the Industrial Revolution? Why are the level and the growth rate of per-capita income so different across countries? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment, human capital, technology, coordination, financial markets and environmental variables are presented. Theories are evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisite: Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 474 The Poverty of Nations**

This course focuses on the failures of economic development and the extreme and persistent poverty we find in South Asia, Sub-Saharan Africa and other parts of the developing world, including major urban centers. What exactly is poverty? Who are the poor? How many of them are there? Why are they poor? What individual or collective actions can they (or we) take to improve their lot? Prerequisites: Econ 4011 and Econ 4021 or permission of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 477 Topics in Financial Economics: Asset Pricing**

The objective of the course is to develop the basic economic models that can be used to study the valuation of different financial assets and to discuss how to confront the theory with the evidence from financial markets. The course will develop the basic model of investment under uncertainty and discuss portfolio choices in static and dynamic settings as well as market equilibria and the impact of news on the forecast-ability of excess returns. The course will describe valuation in incomplete asset markets (e.g., arbitrage pricing theory) and the extension to the valuation of firms and real estate assets. Prerequisites: Econ 4011, Econ 4021 and Econ 413.

Credit 3 units.

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**L11 Econ 480 Labor Economics**

Economic analysis of labor markets. Theory and evidence on supply of and demand for labor, explanation of wage and income differentials; impact of education on human skills and productivity. Prerequisites: Econ 401 and 413.

Credit 3 units. A&S: SS EN: S

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**L11 Econ 483 Economics of Education**

The course involves analysis of the economic and social determinants and consequences of education. Because each person's education is an investment in human capital that allows the individual to contribute to society in a productive way, education becomes a crucial determinant of an economy's ability to achieve high growth with high wages, low unemployment and strong social cohesion. This course addresses three essential topics from the wide-ranging field of the economics of

education. The first is demand-side oriented and includes: (1) the measurement of the returns to education in the labor market (human capital theory; the central idea of education as human capital investment); and (2) a characterization of the education production function, which relates the various inputs affecting a student's learning (schools, families, peers, neighborhoods, etc.) to measure outputs including labor market success, graduation rates and standardized test scores. The second important topic involves political economy and the supply side: the financing and provision of education. The third part of the course is devoted to the links between education and economic development, including cross-country differences in schooling, returns to schooling and per-capita income. Prerequisites: Econ 4011, Econ 4021 and Econ 413.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 490 Independent Work**

Prerequisites: senior standing and permission of the supervising faculty member. Consult Academic Coordinator for further details. Note: This course does not count toward the major or minor in economics.

Credit variable, maximum 6 units.

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**L11 Econ 493 Mathematical Economics**

The objective of this course is to develop the mathematical tools necessary for the study of intermediate micro- and macro-economics theory and the advanced electives in economics. The principal focus will be the calculus of multivariate functions, including total and partial differentiation, unconstrained and constrained optimization of multivariate functions, and implicit and inverse function rules. Time permitting, the application of prior to utility theory and production and cost will be developed. Additional topics will include difference equations and an introduction to matrices. Economics majors and minors must take either this course or Math 233. Either this course or Math 233 must be taken prior to, or concurrent with, Econ 4011. Students who have taken, or are taking, Math 233 are encouraged to take this course as well.

Credit 1 unit. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L11 Econ 494 Introduction to Stata**

This short course introduces students to the data analysis and statistical software tools used in upper-level econometrics and applied economics courses. The course is designed to serve as a bridge between introductory econometrics and practical work with real-world databases. The course will be held in the computer classroom so that students can obtain hands-on experience with data preparation, workflow, and modeling using the Stata statistical software package. Emphasis throughout the course is placed on examples of applications in economics.

Credit 1 unit.

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**L11 Econ 496 Teaching Practicum in Economics**

Opportunity for undergraduates to assist in course instruction, tutoring and preparation of problems, readings and exam materials under supervision of faculty. Note: This course does not count toward the major or minor in economics.

Credit variable, maximum 3 units. A&S: SS EN: S

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**L11 Econ 497 Research in Economics**

Opportunity to work as part of a research project under faculty supervision. Note: This course does not count toward the major or minor in economics. May be repeated for credit.

Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L11 Econ 4971 Research in Economics: Special Topics**

This is a fall-semester course taught by the Sam B. Cook Visiting Professor in Economics and Arts & Sciences. Focus and prerequisites vary with each offering; but prerequisites always include Econ 4011.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 498 Honors Seminar**

Advanced application of economic theory to policy problems. Prerequisite: invitation into departmental Honors Program.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L11 Econ 499 Study for Honors**

Independent reading and research under faculty direction leading to a senior honors thesis. Prerequisites: invitation into the departmental Honors Program and permission of the director of undergraduate studies.

Credit 3 units. A&S: SS

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## Education

The Department of Education offers students a choice between three basic types of major: the teacher education majors, which allow students to prepare for careers as teachers; the educational studies major, which allows students to study educational institutions and their sociocultural contexts and processes; and the applied linguistics major, which emphasizes the theoretical and empirical foundations of second language studies.

Our teacher education programs prepare students to teach in their choice of elementary, middle or high school settings. While this major is preparation for a teaching career, students also will be prepared to seek positions in cultural institutions or educational agencies. Our teacher education majors provide course work in the psychological bases of learning and teaching; the social and historical background of school systems; and teaching methodology, which includes student teaching. Student teaching is done during the senior year as part of an integrated professional semester of interrelated courses and teaching experiences in a local school. Students also will have other opportunities to participate in field experiences because school visits and observations are included in many additional teacher education courses.

Our major in educational studies examines the historical, social, cultural, psychological and public policy aspects of education. As educational studies majors, students may choose to observe in schools, to engage in internships, or to work with faculty members on their research. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit or government agencies.

Our major in applied linguistics is concerned with increasing the understanding of the role of language in human affairs and therefore with providing the knowledge necessary for those who are responsible for making language-related decisions, whether the need arises in the classroom, the workplace, the law court or the laboratory. Students evaluate theory and research in different dimensions of the field, such as educational linguistics, second language studies, sociolinguistics and language policy. The major in applied linguistics meets the increasing domestic and international demand for second and foreign language researchers and specialists and helps students qualify for positions that may involve linguistically and culturally diverse learners in the United States and around the world.

**Contact:** Ronald Banfield  
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## Faculty

### Chair

**Christopher Wellman** (<http://philosophy.artsci.wustl.edu/people/kit-wellman>)

Professor of Philosophy  
PhD, University of Arizona

### Endowed Professors

**Carol Camp Yeakey** (<http://education.wustl.edu/people>)  
Marshall S. Snow Professor of Arts & Sciences  
PhD, Northwestern University

**William F. Tate** ([http://education.wustl.edu/people/tate\\_william-f](http://education.wustl.edu/people/tate_william-f))  
Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
PhD, University of Maryland, College Park

### Professor

**Cindy Brantmeier** (<http://education.wustl.edu/people/cindy-brantmeier>)  
Professor of Education and Applied Linguistics  
PhD, Indiana University Bloomington

### Associate Professors

**Andrew Butler** (<http://education.wustl.edu/people/faculty>)  
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**Garrett A. Duncan** (<http://education.wustl.edu/Duncan>)  
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**Mary Ann Dzuback** ([http://education.wustl.edu/people/dzuback\\_mary-ann](http://education.wustl.edu/people/dzuback_mary-ann))  
PhD, Columbia University

**Rowhea Elmesky** ([http://education.wustl.edu/people/elmesky\\_rowhea](http://education.wustl.edu/people/elmesky_rowhea))  
PhD, Florida State University

**Odin Johnson** (<http://education.wustl.edu/people/odin-johnson>)  
PhD, University of Michigan-Ann Arbor

### Assistant Professors

**Ebony Duncan-Shippy** (<http://education.wustl.edu/people/ebony-duncan>)  
PhD, Vanderbilt University

**Michelle Purdy** (<http://education.wustl.edu/people/michelle-purdy>)  
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### Senior Lecturers

**Judy Lamb** ([http://education.wustl.edu/people/lamb\\_judy](http://education.wustl.edu/people/lamb_judy))  
MA–Ed, Washington University

**Madonna Riesenmy** ([http://education.wustl.edu/people/riesenmy\\_madonna](http://education.wustl.edu/people/riesenmy_madonna))  
PhD, Washington University

### Affiliate Faculty

**John Baugh** ([http://anthropology.artsci.wustl.edu/baugh\\_john](http://anthropology.artsci.wustl.edu/baugh_john))  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania

**William W. Clark** (<http://pacs.wustl.edu/our-faculty/william-w-clark-phd>)  
PhD, University of Michigan

**Sarah C.R. Elgin** (<http://wubio.wustl.edu/elgin>)  
Viktor Hamburger Professor in Arts & Sciences  
PhD, California Institute of Technology

**Patrick C. Gibbons** ([http://www.physics.wustl.edu/people/gibbons\\_patrick-c](http://www.physics.wustl.edu/people/gibbons_patrick-c))  
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**Allison King** (<http://www.ot.wustl.edu/about/our-people/faculty/allison-king-265>)  
MD, University of Missouri School of Medicine, Columbia

**Mark A. McDaniel** (<http://psychweb.wustl.edu/mcdaniel>)  
PhD, University of Colorado

**Mike Strube** (<http://psychweb.wustl.edu/people/michael-strube>)  
PhD, University of Utah

**Rebecca Treiman** (<http://psychweb.wustl.edu/treiman>)  
Baker Professor of Child Developmental Psychology  
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Marshall S. Snow Professor in Arts & Sciences; Vice Chancellor for International Relations  
PhD, University of Chicago

## Majors

Please refer to the following sections for more information about the:

- Major in Education (p. 386)
- Major in Elementary Teacher Education (p. 386)
- Major in Middle School Teacher Education (p. 387)
- Major in Secondary Teacher Education (p. 387)
- Major in K-12 Teacher Education (p. 388)
- Major in Educational Studies (p. 388)
- Major in Applied Linguistics (p. 389)

## The Major in Education

Our major in educational studies examines the historical, social, cultural, psychological and public policy aspects of education. Educational studies majors may choose to observe in schools, to engage in internships, or to work with faculty members on their research. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit or government agencies.

Teacher education majors should seek admission to a teacher preparation program early in their sophomore year. To be eligible, students must pass an entrance examination mandated by the State of Missouri and have at least a 3.0 overall grade point average. In addition, students should consult with an education department adviser as early as possible to ensure that they fulfill College of Arts & Sciences, departmental and professional requirements for certification. Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education issues a teaching certificate if the student has passed the required Missouri certification exams and has an overall grade point average of at least 3.0 and no grade lower than B in required field or education course work. The following teacher education majors are available:

## The Major in Elementary Teacher Education

**Total units required: 48**

This major prepares students to teach grades one through six and may be completed within a four-year undergraduate degree. Students are required to complete a second major and complete the following education courses:

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 313B | Education, Childhood and Society                         | 3     |
| Educ 314  | Sociolinguistics, Literacies and Communities             | 3     |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning | 4     |

|             |  |    |
|-------------|--|----|
| Educ 408    | Education and Psychology of Exceptional Children | 3  |
| Educ 466    | Mathematics for Elementary School Teachers       | 3  |
| Educ 4681   | Teaching Reading in the Elementary School        | 3  |
| Total Units |  | 19 |

- Students must enroll in the methods block during spring of the junior year:

| Code        | Title  | Units |
|-------------|--|-------|
| Educ 4731   | Elementary School Mathematics                                  | 3     |
| Educ 4741   | Elementary Science: Content, Curriculum and Instruction        | 2     |
| Educ 470    | Language, Learning and Instruction                             | 3     |
| Educ 4751   | Elementary Social Studies: Content, Curriculum and Instruction | 2     |
| Educ 4771   | Arts and Aesthetics: A Means of Communication                  | 3     |
| Educ 4841   | Elementary Methods Field Experience                            | 2     |
| Total Units |  | 15    |

- Elementary student teaching (Educ 4911) occurs during fall of the senior year, during which students concurrently enroll in Educ 525 and Educ 4831:

| Code      | Title  | Units       |
|-----------|--|-------------|
| Educ 4831 | The Teaching-Learning Process in the Elementary School | 3           |
| Educ 4911 | Student Teaching in the Elementary School              | var.; max 8 |
| Educ 525  | Diagnosis and Correction of Reading Disabilities       | 3           |

## The Major in Middle School Teacher Education

**Total units required: 44**

This option prepares students to teach in middle school grades five through nine. Students must major in a subject field taught at the middle school level (English, science, mathematics or social studies) and maintain a 3.0 grade point average in that content field. In addition, students are required to take the following education courses:

- 3 credits in educational foundations:

| Code         | Title                     | Units |
|--------------|---------------------------|-------|
| Educ 301C    | The American School       | 3     |
| or Educ 453B | Sociology of Education    |       |
| or Educ 459F | Philosophies of Education |       |

or Educ 481 History of Education in the United States

- plus:

| Code      | Title  | Units       |
|-----------|--|-------------|
| Educ 325  | Psychology of Adolescence  | 3           |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning                             | 4           |
| Educ 408  | Education and Psychology of Exceptional Children                                     | 3           |
| Educ 4451 | Teaching Writing in School Settings  | 3           |
| Educ 4821 | The Teaching-Learning Process in the Secondary School                                | 3           |
| Educ 4843 | Field Experience Seminar   | var.; max 3 |
| Educ 4951 | Middle School Philosophy and Organization  | 2           |
| Educ 4952 | Middle School Curriculum and Instruction   | 3           |
| Educ 5253 | Instructional Interventions in Reading for Adolescents and English Language Learners | 3           |

- The student's content area curriculum and instruction course
- Educ 4922 and Educ 5681. This course work includes a semester of student teaching during the senior year.

The middle school teacher education option may be done in conjunction with the secondary major (all requirements for both must be met, including student teaching at both levels). Students who choose middle school will student teach in the spring of their senior year. Some education course work will be taken concurrently with student teaching, but that course work will vary depending upon the option selected.

## The Major in Secondary Teacher Education

**Total units required: 36-39**

This major prepares students to teach in a senior high school, grades nine through 12. Students are required to complete a major in a teaching field, such as English, mathematics, sciences or social studies, and to maintain a 3.0 grade point average in that major. In addition, students are required to take the following education courses:

- 3 credits of educational foundations:

| Code         | Title                                     | Units |
|--------------|---|-------|
| Educ 301C    | The American School                       | 3     |
| or Educ 453B | Sociology of Education                    |       |
| or Educ 459F | Philosophies of Education                 |       |
| or Educ 481  | History of Education in the United States |       |

- plus:

| Code      | Title  | Units          |
|-----------|--|----------------|
| Educ 313B | Education, Childhood and Society   | 3              |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning                             | 4              |
| Educ 408  | Education and Psychology of Exceptional Children                                     | 3              |
| Educ 4821 | The Teaching-Learning Process in the Secondary School                                | 3              |
| Educ 4843 | Field Experience Seminar   | var.; max<br>3 |
| Educ 5253 | Instructional Interventions in Reading for Adolescents and English Language Learners | 3              |

- The student's content area curriculum and instruction course (plus Educ 4451 for English majors)
- Educ 492 and Educ 5681. This course work includes a semester of student teaching (Educ 492) during spring of the senior year during which students concurrently enroll in Educ 4821.

## The Major in K-12 Teacher Education

**Total units required: 36**

This major prepares students to teach K-12 in the areas of art and foreign languages, including Latin. Students are required to complete a major in their teaching field and to maintain a 3.0 grade point average in that major. In addition, students are required to take the following education courses:

- 3 credits of educational foundations:

| Code         | Title                                     | Units |
|--------------|---|-------|
| Educ 301C    | The American School                       | 3     |
| or Educ 453B | Sociology of Education                    |       |
| or Educ 459F | Philosophies of Education                 |       |
| or Educ 481  | History of Education in the United States |       |

- plus:

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 313B | Education, Childhood and Society                         | 3     |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning | 4     |
| Educ 408  | Education and Psychology of Exceptional Children         | 3     |
| Educ 4821 | The Teaching-Learning Process in the Secondary School    | 3     |

|           |  |                |
|-----------|--|----------------|
| Educ 4843 | Field Experience Seminar   | var.; max<br>3 |
| Educ 5253 | Instructional Interventions in Reading for Adolescents and English Language Learners | 3              |

- the student's content area curriculum and instruction course
- Educ 494 and Educ 5681. This course work includes a semester of student teaching (Educ 494) during spring of the senior year during which students concurrently enroll in Educ 4821.

## The Major in Educational Studies

**Total units required: 24**

This major applies the perspectives and methods of various disciplines to questions about educational institutions and processes and the social and cultural factors that affect them. Students are required to complete 24 units of advanced study as follows:

- three courses in discipline-based studies selected from:

| Code      | Title                                     | Units |
|-----------|---|-------|
| Educ 304  | Educational Psychology                    | 3     |
| Educ 434B | Seminar in Black Social Sciences          | 3     |
| Educ 453B | Sociology of Education                    | 3     |
| Educ 459F | Philosophies of Education                 | 3     |
| Educ 462  | Politics of Education                     | 3     |
| Educ 4621 | The Political Economy of Urban Education  | 3     |
| Educ 481  | History of Education in the United States | 3     |

- one or two courses in individual processes of education selected from:

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 315  | Cognitive Bases of Peak Performance I                              | 3     |
| Educ 4023 | Second Language Acquisition and Technology                         | 3     |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning           | 4     |
| Educ 408  | Education and Psychology of Exceptional Children                   | 3     |
| Educ 461  | Introduction to Educational Tests and Measurements                 | 3     |
| Educ 4692 | Second Language Reading and Writing: Theory, Research and Practice | 3     |

- one or two courses in social context of education selected from:

| Code      | Title   | Units |
|-----------|---|-------|
| Educ 301C | The American School   | 3     |
| Educ 303  | Gender and Education  | 3     |
| Educ 313B | Education, Childhood and Society                                    | 3     |
| Educ 4111 | Linguistics and Language Learning                                   | 3     |
| Educ 4280 | History of Urban Schooling in the United States                     | 3     |
| Educ 4288 | Higher Education in American Culture                                | 3     |
| Educ 4289 | Neighborhoods, Schools and Social Inequality                        | 3     |
| Educ 4315 | Culture, Language and the Education of Black Students               | 3     |
| Educ 4511 | Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education | 3     |
| Educ 4608 | The Education of Black Children and Youth in the United States      | 3     |
| Educ 489  | Education and Public Policy in the United States                    | 3     |
| Educ 4891 | The Science and Politics of Testing in the United States            | 3     |

- one elective
- in the senior year, either Educ 404 (Honors) or Educ 4999 (Capstone Seminar)

Educational studies majors are strongly urged to complete a second major.

## The Major in Applied Linguistics

The major in applied linguistics is concerned with increasing the understanding of the role of language in human affairs and, therefore, with providing the knowledge necessary for those who are responsible for making language-related decisions, whether the need arises in the classroom, the workplace, the law court or the laboratory. With the major in applied linguistics, students learn to evaluate theory and research in different dimensions of the field, such as educational linguistics, second language studies, sociolinguistics and language policy. Required introductory courses provide the necessary foundation of advanced classes. Courses at all levels include critical analysis of different theories, conceptual models, and research methodologies. Students in applied linguistics may engage in international or domestic internships or work with faculty members on their research.

Specifically, the major in applied linguistics at Washington University meets the increasing domestic and international demand for second and foreign language specialists. This major, combined with a major or minor in educational studies, any language (Spanish, French, Italian, Chinese, Swahili, German, Japanese, etc.), anthropology, philosophy-neuroscience-

psychology (PNP), or psychological & brain sciences, helps students qualify for positions that may involve linguistically and culturally diverse learners in the United States and around the world. The major is also suitable for students who wish to pursue graduate studies in applied linguistics, education, psychology and other related fields.

This major is composed of 30 credits (27 credits for second majors) that focus on the theoretical, empirical and practical foundations of teaching and learning languages.

### Required Courses:

| Code      | Title                             | Units |
|-----------|-----------------------------------|-------|
| Educ 4111 | Linguistics and Language Learning | 3     |

- And one of the following:

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Ling 170D | Introduction to Linguistics | 3     |
| Educ 200  | Topics in Education         | 3     |

- **Study of one second language course or a course with the Arts & Sciences IQ Curriculum attribute LCD (Language & Cultural Diversity-Culture).**

- **Elective Courses:** *at least two of the following: (Subfield: Second Language Studies)*

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 400  | Topics in Education  | 3     |
| Educ 4023 | Second Language Acquisition and Technology                         | 3     |
| Educ 4692 | Second Language Reading and Writing: Theory, Research and Practice | 3     |
| Ling 466  | Second Language Acquisition  | 3     |
| Span 467  | Grammar and Vocabulary Acquisition                                 | 3     |

- **One course from the following:** *(Subfield Educational Linguistics or Sociolinguistics)*

| Code        | Title   | Units |
|-------------|---|-------|
| AFAS 210    | The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective | 3     |
| Anthro 3386 | Language, Culture and Society   | 3     |
| Educ 314    | Sociolinguistics, Literacies and Communities                                      | 3     |
| Ling 311    | Introduction to Semantics   | 3     |
| Ling 312    | Phonetics   | 3     |
| Ling 339    | Introduction to Sociolinguistics  | 3     |
| Ling 341    | Linguistic Diversity in the United States   | 3     |

Other courses from following list:

| Code         | Title   | Units |
|--------------|---|-------|
| Comp Lit 394 | Worldwide Translation: Language, Culture, Technology  | 3     |
| Educ 4014    | Urban Education in Multiracial Societies              | 3     |
| Educ 4036    | Children of Immigrants: Identity and Acculturation    | 3     |
| Educ 4302    | Cognitive Psychology Applied to Education             | 3     |
| Educ 4315    | Culture, Language and the Education of Black Students | 3     |
| Educ 453B    | Sociology of Education                                | 3     |
| E Lit 407    | Old English, Introductory                             | 3     |
| E Lit 472    | History of the English Language                       | 3     |
| Psych 433    | Psychology of Language                                | 3     |
| Span 370     | Introduction to Hispanic Linguistics                  | 3     |
| Span 417     | Spanish Phonetics, Phonology and Dialectology         | 3     |

Under certain circumstances, students may count toward their major a limited number of relevant classes not listed here. Such circumstances include study abroad and preparation for a specialized capstone. A specific plan of study must be worked out in advance with the adviser in the Applied Linguistics program.

### Additional Information

**Senior Honors:** Students who wish to pursue honors study need to contact the departmental Honors Coordinator about eligibility. Qualifications for eligibility include a minimum 3.65 grade point average and completion of some education course work. Honors study involves both demonstration of acquired knowledge and a thesis based on an original research project. Students may contact a faculty honors adviser as early as the sophomore year, but ideally this is done during the junior year.

**Title II:** Section 207 of Title II of the Higher Education Act mandates that Washington University's teacher education programs (or Department of Education) make public specific teacher education performance data. That information can be found on the Department of Education website (<http://education.wustl.edu/undergraduate/certification>).

### Minors

Please refer to the following sections for more information about the:

- Minor in Educational Studies (p. 390)
- Minor in Applied Linguistics (p. 391)

### The Minor in Educational Studies

**Units required:** 18

#### Required courses:

Discipline-based study (two courses required):

| Code      | Title                                     | Units |
|-----------|---|-------|
| Educ 304  | Educational Psychology                    | 3     |
| Educ 434B | Seminar in Black Social Sciences          | 3     |
| Educ 453B | Sociology of Education                    | 3     |
| Educ 459F | Philosophies of Education                 | 3     |
| Educ 462  | Politics of Education                     | 3     |
| Educ 4621 | The Political Economy of Urban Education  | 3     |
| Educ 481  | History of Education in the United States | 3     |

Individual Processes of Education (one course required):

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 315  | Cognitive Bases of Peak Performance I                              | 3     |
| Educ 4023 | Second Language Acquisition and Technology                         | 3     |
| Educ 4052 | Educational Psychology: A Focus on Teaching and Learning           | 4     |
| Educ 408  | Education and Psychology of Exceptional Children                   | 3     |
| Educ 461B | The Construction and Experience of Black Adolescence               | 3     |
| Educ 4692 | Second Language Reading and Writing: Theory, Research and Practice | 3     |

Social Context of Education (one course required):

| Code      | Title   | Units |
|-----------|---|-------|
| Educ 301C | The American School   | 3     |
| Educ 303  | Gender and Education  | 3     |
| Educ 313B | Education, Childhood and Society                                    | 3     |
| Educ 4111 | Linguistics and Language Learning                                   | 3     |
| Educ 4280 | History of Urban Schooling in the United States                     | 3     |
| Educ 4288 | Higher Education in American Culture                                | 3     |
| Educ 4289 | Neighborhoods, Schools and Social Inequality                        | 3     |
| Educ 4315 | Culture, Language and the Education of Black Students               | 3     |
| Educ 4511 | Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education | 3     |
| Educ 4608 | The Education of Black Children and Youth in the United States      | 3     |
| Educ 489  | Education and Public Policy in the United States                    | 3     |

|           |  |   |
|-----------|--|---|
| Educ 4891 | The Science and Politics of Testing in the United States | 3 |
|-----------|--|---|

**Elective courses:**

The remaining 6 units are electives that can be satisfied with any courses from the above lists.

## The Minor in Applied Linguistics

**Units required: 18**

This minor is composed of 18 credits that focus on the theoretical, empirical and practical foundations of teaching and learning languages. All participating students must have a declared primary major.

**Required courses: (courses taught in English unless otherwise indicated)**

| Code      | Title  | Units |
|-----------|--|-------|
| Educ 4111 | Linguistics and Language Learning                                  | 3     |
| Educ 4692 | Second Language Reading and Writing: Theory, Research and Practice | 3     |
| Ling 466  | Second Language Acquisition  | 3     |

- And one of the following:

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Ling 170D | Introduction to Linguistics | 3     |
| Educ 200  | Topics in Education         | 3     |

**Elective Courses:** at least one of the following:

| Code        | Title   | Units |
|-------------|---|-------|
| AFAS 210    | The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective | 3     |
| Anthro 3386 | Language, Culture and Society   | 3     |
| Anthro 4122 | Language and Gender   | 3     |
| Educ 4023   | Second Language Acquisition and Technology  | 3     |
| Educ 4302   | Cognitive Psychology Applied to Education   | 3     |
| Educ 4315   | Culture, Language and the Education of Black Students                             | 3     |
| Ling 312    | Phonetics   | 3     |
| Psych 433   | Psychology of Language  | 3     |
| Span 417    | Spanish Phonetics, Phonology and Dialectology                                     | 3     |

## Courses

Visit online course listings to view semester offerings for L12 Educ (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L12&crslvl=1:4>).

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**L12 Educ 102 Freshman Seminar: Social Forces, Development, and Early Childhood Education**

The purpose of this seminar is for students to gain a greater understanding of some of the most critical issues in education today. In addition to course readings and discussions, the class travels to various sites in the community in order to see some of the effects of these issues on students, parents, schools, teachers and their communities. The seminar consists of several segments. In each one, students read literature addressing a particular issue surrounding education, schooling and learning. Students then participate in a site visit to observe and/or experience the issue we are examining. Class sessions alternate between weekly meetings and site visits.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC, SSP Art: SSC, SSP BU: BA EN: S

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**L12 Educ 200 Topics in Education**

Introduction to broad areas of educational concern. Topics vary by semester.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: HUM EN: S

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**L12 Educ 203A Introduction to Education**

This course is a broad look at the diverse issues surrounding education not only in the United States but around the world. Students examine schooling in areas such as the Pacific Rim, Middle East, Europe and America. We also take a look at educating when working with children with special needs. In addition, students explore some of the ideas and issues unique to the experience of teaching and learning in the U.S. Students work in small groups throughout the semester in projects designed to deepen their understanding of Education in the 21st Century. Throughout the semester, students participate in the Each One Teach One program as tutors. (This course is recommended for freshmen and sophomores only.)

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L12 Educ 234 Introduction to Speech and Hearing Disorders**

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented.

Credit 3 units. BU: BA EN: S

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**L12 Educ 300 Topics in Education**

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L12 Educ 301C The American School**

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM EN: H

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**L12 Educ 303 Gender and Education**

An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary and higher education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students' own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing or permission of instructor.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA EN: S

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**L12 Educ 304 Educational Psychology**

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L12 Educ 306 Literacy Education in the Context of Human Rights and Global Justice**

Literacy is a fundamental human right. In this course, we explore the current and historical relationships between literacy and human rights. This includes an analysis of the ways in which literacy education is fundamentally linked to issues of global justice, including political engagement and voting rights, environmental sustainability, gender and racial equality, and participation in the globalized economy. We investigate how literacy education has played a role in social struggles at local, national and international levels such as the creation of the Freedom Schools in St. Louis; the Native American boarding school movement; the Civil Rights movement in the United States including the creation of the Citizenship schools; the Ebonics debate in Oakland, California; the Nicaraguan Literacy Campaign; and the current No Child Left Behind federal educational policy. Students explore how literacy education has been used, in each of these cases, as a tool of empowerment and a tool of oppression.

Credit 3 units. A&S: SS BU: BA EN: S

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**L12 Educ 313B Education, Childhood and Society**

An examination of childhood, child development and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L12 Educ 314 Sociolinguistics, Literacies and Communities**

The well-known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural and class diversity of students and what this means for learning in schools. In this course we engage with the perceived

disjuncture between homes, communities and schools in an era of higher literacy standards, local literacies and community knowledge. We examine the contribution of sociolinguistics to what we know about language and literacy education, achievement and how this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse theories, systemic linguistic approaches and empowerment theories as lenses to formulate, challenge and critique the existing status of language and literacy education.

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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**L12 Educ 315 Cognitive Bases of Peak Performance I**

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L12 Educ 325 Psychology of Adolescence**

A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence, the context of adolescence, and processes of psychological development.

Prerequisite: Psych 100B.

Same as L33 Psych 325

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L12 Educ 326 Topics in American Culture Studies**

The topic of this course varies from semester to semester. Consult Course Listings for a description of the current offering. Same as L98 AMCS 336

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L12 Educ 337 Play and Development**

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity and cognitive abilities. We also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 Developmental Psychology or Educ 304 Educational Psychology.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L12 Educ 338 Computer Technology in Education**

Technology has become increasingly important in education in the last 10 years. Many exciting new software applications have been developed by scholars in the learning sciences, an interdisciplinary field based in cognitive psychology. Many of these systems draw on the power of the internet to support online student collaboration in inquiry-based and project-based learning. This course introduces students to computer technology in education. No prior knowledge of computer programming or software design is required. A major goal of the course is to teach students the basic concepts behind computer programming and design. Toward this end, a significant portion of the course involves laboratory work where students solve programming assignments. This basic knowledge allows students to acquire a deeper understanding of the different possible approaches to developing computer applications that are based on learning sciences research. This course requires a

special classroom in which each student has their own computer during the class. Enrollment is limited to the number of students that can be supported by this classroom.

Credit 3 units. A&S: SS EN: S

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#### **L12 Educ 343 Text, Memory, and Identity**

This course will explore issues of collective memory and identity through the study of texts such as national myths and official histories taught in schools. The focus will be on texts themselves and how they are produced (e.g., by the state, popular culture) and consumed. The course will have two components, methodological and analytical. In the first, we will read a number of theoretical works devoted to definitions of the text from a historical and structural point of view. In the second, we will analyze various key works that have played a crucial role in the formation of communities of memory and identity and the borders that separate them. The course will be comparative, multidisciplinary, and international in its scope.

Same as L97 IAS 343

Credit 3 units. A&S: TH

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#### **L12 Educ 366 Psychology of Creativity**

This course is an introduction to the psychological study of art and creativity. Our topics include the artist, the audience, the artistic product, the creative process, and social, cultural, and institutional influences on the creative process. We will explore these issues by considering a range of creative fields, including painting, literature, music and theater performance. Throughout the semester, we will take a developmental perspective on psychology and art. How do children learn to create, perceive and understand different art forms? What role can the arts play in education? To ground our study of the psychology of art, we will explore what "art" is, which members of society are labeled "artists," and how these categories are socially and culturally defined. Prerequisites: Educ 304 Educational Psychology or Psych 325 Adolescent Psychology or Psych 321 Developmental Psychology.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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#### **L12 Educ 400 Topics in Education**

An analysis of major educational issues, drawing on empirical research and literature. Seminar format. Topics vary by semester.

Credit 3 units. A&S: SS

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#### **L12 Educ 4014 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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#### **L12 Educ 4015 American Democracy and the Policy-Making Process**

This course is part of the Semester in DC Program.

Same as L32 Pol Sci 4001

Credit 3 units. EN: S

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#### **L12 Educ 4022 Higher Education Administration: History, Research, and Practice.**

Higher education is the subject of much general public interest and commentary, and yet it is an endeavor with an extraordinary amount of specific detail, practices and expertise. In this course, students will study the history and research that underlies the current state of higher education in America. Then, specific practices and regulations in higher education administration will be described and related to the research. Students will then apply this information to the analysis of specific situations in higher education administration and the management of public perceptions of universities. There are no prerequisites, but the course is intended for advanced undergraduates and PhD students and is restricted to the consent of the department.

Credit 3 units. A&S: SS A&S IQ: SSC BU: HUM EN: S

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#### **L12 Educ 4023 Second Language Acquisition and Technology**

This seminar, for undergraduate and graduate students, transforms research and theory about second language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating and integrating technology into the language classroom. Course formats include readings, discussions and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social Sciences attribute and can be taken as an elective in several different programs.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### **L12 Educ 4033 Video Microanalysis: Methods and Tools**

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events and nonverbal communication that are not easily identified in real-time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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#### **L12 Educ 4036 Children of Immigrants: Identity and Acculturation**

This seminar examines two subgroups: child immigrants and the native-born children of immigrants. It interrogates cultural/ethnic identity, cultural adaptation, bilingualism and biculturalism, and challenges and achievements of this young generation through ethnography, literature and sociological accounts. We aim to

scrutinize the studies of the "1.5" generation and the second generation, and theories such as "segmented assimilation," across a wide range of ethnic groups, from people of East Asian origins to those with Latin American ancestries, by mainly focusing on their experiences in the United States.

Same as L97 IAS 4036

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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### L12 Educ 4037 Diversity, Inclusion, and Equity in Higher Education

The course will address historical and contemporary aspects related to diversity, inclusion and equity in American higher education, with a specific focus on "the student." We will concentrate on three primary themes: the history of higher education within a sociocultural context; politics, movements and student access; and current diversity trends/issues in higher education. Through the integration of relevant information from history, law and critical policy (i.e., Affirmative Action), this course will attempt to develop a complex, comprehensive understanding of diversity and equity within American higher education. Additionally, the course will examine the conceptual and linguistic evolution of diversity and cultural advances in higher education. An emphasis is placed on critical reading, writing and class participation.

Credit 3 units. A&S: SS A&S IQ: SSC, SD EN: S

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### L12 Educ 404 Study for Honors

A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.

Credit 3 units. A&S: SS EN: S

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### L12 Educ 4052 Educational Psychology: A Focus on Teaching and Learning

The classroom as a physical, social and intellectual environment. Selected psychological concepts and theories are applied to processes and practices of teaching and learning through readings, discussions and participation/observation in preschools and elementary and secondary schools. A systematic, firsthand look at schooling in America both for prospective teachers and those interested in furthering their understanding of fundamental principles of teaching and learning. Prerequisite: sophomore standing. Must enroll in fieldwork laboratory (5 hours per week).

Credit 4 units. A&S: SS A&S IQ: SSC Art: SSC

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### L12 Educ 4055 Central Topics in Learning Sciences Research

The learning sciences are a group of disciplinary approaches to the study of learning, including cognitive science, education, psychology, anthropology and sociology. The core of the approach is based in the study of cognition and its relationship to the disciplines of science, mathematics and literacy. Technology has become increasingly important in the last 10 years, as computer-supported collaborative learning (CSCL) software has grown in sophistication and effectiveness. The learning sciences have contributed interesting new methodologies for studying and documenting how learning occurs in real-world settings. In this course, we review the broad range of research currently taking place in the learning sciences, including methodologies for studying learning, computer software that supports both solitary and collaborative learning, the impact of new technologies on educational practice, and how learning sciences research impacts teacher professional development and school-wide reform. Students acquire the ability to think creatively and

critically about the learning sciences, and to critically evaluate the strengths and weaknesses of specific classroom approaches and software applications.

Credit 3 units. A&S: SS EN: S

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### L12 Educ 407 Curriculum and Instruction in Modern Foreign Languages

Modern foreign language curriculum in the secondary schools, with emphasis on the selection, organization and appraisal of materials. Analysis of methods of instruction and evaluation in teaching modern foreign languages. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester in which student teaching is done.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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### L12 Educ 408 Education and Psychology of Exceptional Children

Major handicaps of children that require educational modifications. The nature of the handicaps, their known causes, and educational provisions for exceptional children, ranging from special schools to "mainstreaming" children into regular classrooms. The nature of giftedness, together with current practices of educating gifted children and youth. Required in teacher certification program. Prerequisite: sophomore standing. Offered Fall and Spring semesters.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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### L12 Educ 4111 Linguistics and Language Learning

The course, taught in English, provides a critical survey of various components involved in the relationship between linguistics and language learning. The course emphasizes the language learner and explores dimensions of second language acquisition. The course begins with an examination of linguistic theories and then highlights the influence of linguistic theories on L2 acquisition research. The course then moves to an exploration of research on language and the brain. With this foundation, the course covers both internal and external factors related to language acquisition, such as language aptitude, age, gender, memory, prior knowledge, etc. In summary, theoretical and research dimensions of both linguistics and language learning are treated. This course counts as a requirement for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. Prerequisite: Ling 170 is recommended but not required.

Credit 3 units. A&S: LA A&S IQ: SSC BU: BA EN: S

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### L12 Educ 413 Curriculum and Instruction in Art K-12

Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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### L12 Educ 414 Curriculum and Instruction in English

English curriculum in the secondary school; emphasis on the selection and organization of materials. Analysis of methods of instruction and evaluation in teaching literature and language. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit

hours during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L12 Educ 415 Curriculum and Instruction in Science**

Secondary school science curriculum and instructional methods, including evaluation of curricular materials and student performance based on specific teaching objectives. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L12 Educ 417 Curriculum and Instruction in Mathematics**

Mathematics curriculum in the secondary school, with emphasis on modern developments in organization of mathematics. Analysis of methods of instruction and evaluation in teaching mathematics. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L12 Educ 418 Curriculum and Instruction in Social Studies**

Goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. Introduction to the nature of thinking and its relationship to pedagogy and teaching materials. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4211 New Media Literacy and Popular Culture in Education**

At the closing of the 20th century, the "digital turn" began to shape how individuals learn, communicate and interact with one another. Current and emerging media technologies have continued to change how individuals (youth and adults alike) gather information; consume, produce and disseminate texts; and participate in both local and global communities through print- and screen-based platforms such as email, blog, podcast and mash-ups, among others. In this course, we explore what we mean by technology, the various types and uses of technology and the relationship of technology to literacy and education. We begin with characteristics of "new media" and consequences of the digital revolution. Then, we examine conceptualizations of literacy in a historical context—from literacy as reading and writing to literacy as multimodality, convergence and participation. Finally, we shift our inquiry to investigate how new media literacies and technologies are shaping (and are shaped by) different forms of popular culture in United States and international contexts, including parts of Asia, Australia, Europe, Africa and North and South America. We make explicit the connections to education and explore possible directions for research and practice, including copyright and fair use issues present in educational settings. Readings, discussions and activities online and in actual communities culminate in individual- and class-based new media productions. Prerequisite: at least junior standing or permission of the instructor.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 4271 Health of the Child**

A study of the health and nutrition of children. Prerequisites: admission to the teacher education program or permission of director of Teacher Education.

Credit 1 unit. A&S: SS EN: S

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**L12 Educ 428 History of Education in the United States**

Credit 3 units. A&S: SS EN: S

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**L12 Educ 4280 History of Urban Schooling in the United States**

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L12 Educ 4288 Higher Education in American Culture**

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to national and regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.

Credit 3 units. A&S: TH BU: HUM

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**L12 Educ 4289 Neighborhoods, Schools and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 4301 Historical Social Content of the American School**

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM EN: H

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**L12 Educ 4302 Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes is explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B. Same as L33 Psych 4302. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 4312 Tools of Inquiry**

This course offers an introduction to teacher inquiry and provides a foundation of skills, knowledge and performances that effective teachers use to monitor and improve practice. In this course teachers are actively involved in their own teaching and learning with an emphasis on the following: (1) Reflective practice: Reflective practitioners continually evaluate the effects of their choices and actions on others (e.g., students, parents and other professionals in the learning community) and actively seek out opportunities to improve practice and grow professionally. (2) Use of technology: Teacher leaders model the use of media and technology as tools of inquiry. This course supports teachers to do the following: use multiple sources of data to assess the growth of individual learners; use assessment data to adjust curriculum and instruction to student needs; investigate their own biases, assumptions and ideologies and monitor the effects on student learning; conduct research in the classroom to assist them in improving their practice; and use portfolios and other reflective practices to document and monitor their professional development. Offered spring semester. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 4315 Culture, Language and the Education of Black Students**

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L12 Educ 434B Seminar in Black Social Sciences**

This seminar applies a deep reading to social science texts that examine the construction and experiences of black people in the United States from the point of view of black scholars. Readings include theoretical and empirical work. The seminar focuses on the influence of the disciplines of psychology, sociology and anthropology on the policy and social practices that characterize dominant North American institutions. Advanced class level strongly advised. Same as L90 AFAS 434B. Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA

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**L12 Educ 4351 Reading and Reading Development**

This seminar surveys current research on reading and spelling skills and their development. Students will read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: permission of instructor and previous course work in experimental psychology or psychology of language. Same as L33 Psych 4351. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 440 Women in the History of Higher Education and the Professions**

An advanced seminar with readings exploring education, historical studies and feminist theory. Each student writes a paper, based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisites: junior standing or above; some background in American history. Credit 3 units. A&S: TH, SD

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**L12 Educ 4413 Project Design for Math and Science Education**

A course for those students who have an interest in teaching or educational design: This graduate/advanced-undergraduate course focuses on the design and construction of educational projects for schoolchildren in the middle and high school levels of mathematics and science. Students in the course, in small group collaborations, conduct an entire cycle of design, implementation and evaluation of a small math or science project (or both) for local middle or high school students. Projects are aligned with state and national standards, so they could be used in Missouri public schools. Creativity is encouraged! The class includes four phases of work throughout the semester: 1) Ongoing reading and discussion of the national and state standards for math and science instruction, and of research literature on inquiry in science and math education; 2) design of project activities, materials and assessments, including specification of content, pedagogical and technology goals, and alignment with standards; 3) conduct of the teaching projects at selected sites with middle school or high school students; 4) evaluation of projects in a final presentation and report. Students in science, mathematics, psychology and education, with interests in teaching, educational research or educational outreach, are encouraged to attend. Credit 3 units. A&S: SS EN: S

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### L12 Educ 4414 Learning Technologies for Math and Science

What does the integration of electronic technology into classrooms, projects and informal settings mean for the development of our students' understanding of mathematics and science? What implications does it have for our own content understanding and for how we lead our students in the classroom? Can we really integrate information technology into the classroom in ways that truly enhance student inquiry and reasoning? This course focuses on the function, design, use and effectiveness of electronic technology in mathematics and science education, and, in particular, how it interacts with content and classroom practice. A primary perspective in the course is the ways in which electronic tools can be used to promote understanding and interpretation of data and quantitative thinking as springboards to inquiry, modeling, and the doing of "authentic science." Participants learn several software applications and computer-based curricula and read current research on the implications for the learning sciences of technology and modeling in science and math. Content emphasis is from middle and high school science and mathematics and is accessible to all teachers of science and math. In-service teachers, graduate students and advanced undergraduates in education, mathematics, science and psychology are invited. Credit 3 units. A&S: SS EN: S

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### L12 Educ 4415 Learning Sciences in Math and Science

This course introduces the concepts of the learning sciences as related to mathematics, science and technology education. The focus of the course is on how students learn fundamental concepts selected each semester from topics such as number, space, shape, data, operations, functions, rate, balance, density, etc. and how their ideas evolve and develop over time. The inventiveness of children's thinking and the sophistication of their interactions are shown as rich resources, often underutilized in typical classroom instruction. The developmental and epistemological theories of scholars such as Jean Piaget and the von Hiele are contrasted with sociocultural and linguistic approaches such as of Lev Vygotsky, Sylvia Scribner and Michael Cole, and the pragmatic theories of John Dewey. Topics include studies of error patterns, misconceptions, alternative conceptions in mathematics and science and how these relate to outside experience, student interactions and discourse patterns using excerpts from real classrooms. Students are expected to read original works, learn to analyze video interviews from each perspective, and to read and summarize existing literature on children's reasoning for specific topics. The course is targeted toward upper-division undergraduates, master's and doctoral students in education, psychology and/or mathematics and science, and adjusted to meet these various levels of preparation. Credit 3 units. A&S: SS EN: S

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### L12 Educ 4451 Teaching Writing in School Settings

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L12 Educ 4511 Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender and culture. The emphasis is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Same as L90 AFAS 4511

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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### L12 Educ 4512 Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education II

This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally responsive and humane research projects and programs. Secondary English education majors are required to take fall semester during the year in which student teaching is done. Prerequisites: AFAS/Educ 4511 and/or permission of the instructor.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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### L12 Educ 4521 Teaching Adults in Community Settings

Communities possess a vast and varied choice of learning opportunities for the citizens, whose participation as volunteers, communicators, facilitators, mentors, leaders and instructors can enhance their own lives as well as the life of the community. This course helps students acquire the knowledge, skill sets, habits of mind, and learning strategies necessary for understanding the adult learner and the effective design of learning for personal and professional growth by adults in a variety of community settings. We inventory the class members' interests in specific community contexts so that we can work with those settings in mind throughout the semester. Discussion of learners' needs and peer practice of appropriate, effective instructional and learning strategies provide experience, new perspectives and opportunities for reflection. Course work serves as preparation for the final project, which is to create an instructional plan for adult learners that addresses a specific community learning need or situation.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L12 Educ 453B Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA, ETH

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### L12 Educ 459F Philosophies of Education

An examination of distinct educational philosophies (traditional, progressive and radical) and an analysis of perennial topics in

the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such recent themes as gender relations and education; democracy and education; and moral values and education. Seminar format. Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L12 Educ 4608 The Education of Black Children and Youth in the United States**

This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit and Foster. The social, political and historical contexts of education as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM EN: H

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**L12 Educ 461 Introduction to Educational Tests and Measurements**

Basic concepts of tests and measurements for teachers (and other school personnel). Topics: test reliability and validity; fundamentals of test construction and standardization; analysis of major types of group tests used in schools, including achievement and aptitude tests; meaning and interpretation of test scores; development of school testing programs. Teacher-made tests a central concern. Prerequisite: Educ 4052 or the equivalent.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 461B The Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.

Same as L90 AFAS 461B

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L12 Educ 462 Politics of Education**

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities and practices are promoted, and others, not.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4621 The Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical

forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education and social stratification.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L12 Educ 463 Economics of Education**

How does society shape schools and how do schools shape society? An examination of cultural, political and economic factors and their relationship to the structure of our educational institutions; how control is exercised in classrooms; how knowledge and learning are defined; and how basic values about equality, gender and social justice are shaped by teachers' educational decisions. Students analyze their own schooling experience, visit at least two schools, interview teachers and students, and consider what changes are needed to make schools more responsive to students and communities. Prerequisite: minimum sophomore standing.

Credit 3 units. A&S: SS EN: S

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**L12 Educ 4681 Teaching Reading in the Elementary School**

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered fall semester.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L12 Educ 4692 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and empirical investigations. This course is a required course for both the major and minor in applied linguistics and the second language research strand for the PhD in Education. Students pursuing the graduate certificate in language instruction may take the class for elective credit.

Credit 3 units. EN: S

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**L12 Educ 4699 Adolescent Psychology in School Settings**

An examination of current research on adolescent psychological development and the adolescent experience across different cultures. Emphasis is on the application of theories of adolescence to the classroom setting to those settings outside the classroom that can affect how students learn. Students are given a repertoire of pedagogical and communication strategies for effectively teaching adolescents as well as opportunities to implement and analyze them in the classroom and school.

Credit 3 units. A&S: SS

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**L12 Educ 470 Language, Learning and Instruction**

This course, which emphasizes children's writing and literacy issues, is the third of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language, examines approaches to teaching writing, and focuses on work from sociological, feminist and philosophical perspectives to affirm and criticize aspects of these approaches. Prerequisites: Educ 4681 and 525.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L12 Educ 4731 Elementary School Mathematics**

Fundamental concepts, properties, operations and application of mathematics related to the systems of whole numbers, integers, rational numbers and real numbers. Also included are measurement, simple geometry, probability and logical reasoning. Examination and implementation of varied curricula and teaching strategies. Prerequisite: admission to Elementary Education program or permission of director of Teacher Education. Offered spring semester.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L12 Educ 4741 Elementary Science: Content, Curriculum and Instruction**

Focus on key concepts appropriate for elementary school science and health instruction. Repertoire of effective teaching strategies and approaches to curriculum development. Prerequisite: admission to teacher education program. Offered spring semester.

Credit 2 units. A&S: NS A&S IQ: NSM Art: NSM

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**L12 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction**

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program.

Credit 2 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4771 Arts and Aesthetics: A Means of Communication**

Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music and oral communication as well as curricula in movement. Prerequisite: admission to teacher education program or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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**L12 Educ 481 History of Education in the United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.

Credit 3 units. A&S: TH A&S IQ: HUM, SD Art: HUM BU: HUM EN: H

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**L12 Educ 4821 The Teaching-Learning Process in the Secondary School**

Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is done. The course focuses on the study, practice and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision making and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Secondary teacher education majors are required to take 3 credit hours during the year when student teaching is done.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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**L12 Educ 4831 The Teaching-Learning Process in the Elementary School**

Focus on four broad areas: self-awareness and human relations; generic teaching and behavioral management strategies; analysis of instruction; and social and political issues affecting the classroom. Topics include teacher-pupil relationships, evaluation of pupil progress, curriculum development, instructional technology and school organization. Prerequisite: admission to Elementary Teacher Education program required. Elementary teacher education majors are required to take this course in the fall semester during which student teaching is done.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC EN: S

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**L12 Educ 4841 Elementary Methods Field Experience**

Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester. CET (<https://gephardtinstitute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 2 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4843 Field Experience Seminar**

This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environment characteristics, professional teacher behaviors and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson.

Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC EN: S

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**L12 Educ 489 Education and Public Policy in the United States**

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Major questions extending from this course feature include: What is public policy, policy behavior, its defining processes/features, and what social function does it serve? Second, the course emphasizes the skills related to the exercise of policy analysis. These skills include the crafting

of technical documents within the field of public policy (e.g., a policy brief) and the application of scientific methods to the exploration of social problems/governmental actions. Likely issues related to this course feature include the use of scientific knowledge in political arenas, engagement with stakeholders and the intended/unintended consequences of policy science to political decision-making. Third, this course simulates the policy-making context through students' participation in mock congressional testimonies. These focal areas become central to an understanding of four social concerns: school desegregation following the Brown decisions; affirmative action in higher education; Head Start programs; and/or the ESEA Act of 1965, also known as No Child Left Behind. Educational opportunity, achievement inequality and social change are the primary interests that link these course features.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S UColl: ACS

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**L12 Educ 4891 The Science and Politics of Testing in the United States**

Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture — immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform and graduation requirements. The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is to explore how testing practices influence the culture of schools, civil liberties, the work place and public discourse about merit.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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**L12 Educ 4911 Student Teaching in the Elementary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to elementary teacher education program and permission of director of teacher education. Credit/no credit only. Elementary teacher education students enroll for 8 credits during the fall semester.

Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 492 Student Teaching in the Secondary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Credit/no credit only. Secondary teacher education students enroll for 8 credits during the spring semester.

Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4922 Student Teaching in Middle Schools**

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. Middle-school teacher education students enroll for 8 credits. Offered spring semester.

Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 494 Student Teaching in Grades K-12**

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. K-12 teacher education students enroll for 8 credits. Offered spring semester.

Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4951 Middle School Philosophy and Organization**

This course examines the history, goals, organization and philosophy of middle schools as institutions. Students explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program.

Credit 2 units. A&S: SS EN: S

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**L12 Educ 4952 Middle School Curriculum and Instruction**

Building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle school students and examines instructional theory, methods and materials appropriate to grades 5-9. In addition, portions of this course will be devoted to specific content field methodology subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content major or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. Features a required practicum experience. Prerequisite: admission to Teacher Education program.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L12 Educ 4999 Capstone Seminar in Educational Studies**

All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work, and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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## English

Undergraduates who major or minor in English explore literature as readers and writers in small classes that focus on the individual student. With exposure to our wide array of course topics and intellectual approaches, alumni of the English department have succeeded in top-notch graduate programs in English and creative writing, as well as in law, business, medicine, journalism and government.

Preparation for the English major begins at the freshman level. In both the fall and spring semesters, freshman seminars of 15 students or fewer are led by distinguished faculty on subjects such as detective fiction, literature and justice, the

invention of romantic love, and the cultural history of the American university. Majors go on to acquire a comprehensive understanding of the history and criticism of literature written in English. Our department's commitment to cross-fertilizing creative and critical literacy is genuine and longstanding. Home to one of the leading MFA programs ([http://www.pw.org/content/2011\\_mfa\\_rankings\\_the\\_top\\_fifty\\_0](http://www.pw.org/content/2011_mfa_rankings_the_top_fifty_0)) in the United States, the department offers an undergraduate minor in writing as well as a major with a concentration in creative writing. English students frequently enroll in creative writing workshops (<http://english.artsci.wustl.edu/writing>) or classes in advanced rhetoric, and three such courses may count toward the regular English major.

**Phone:** 314-935-5190  
**Email:** [english@wustl.edu](mailto:english@wustl.edu)  
**Website:** <http://english.artsci.wustl.edu>

## Faculty

### Chair

**Wolfram Schmidgen** ([http://english.artsci.wustl.edu/Wolfram\\_Schmidgen](http://english.artsci.wustl.edu/Wolfram_Schmidgen))  
PhD, University of Chicago

### Endowed Professors

**Gerald L. Early** ([http://english.artsci.wustl.edu/gerald\\_early](http://english.artsci.wustl.edu/gerald_early))  
Merle Kling Professor of Modern Letters  
PhD, Cornell University

**Vincent Sherry** ([http://english.artsci.wustl.edu/Vincent\\_Sherry](http://english.artsci.wustl.edu/Vincent_Sherry))  
Howard Nemerov Professor in the Humanities  
PhD, University of Toronto

**Steven Zwicker** ([http://english.artsci.wustl.edu/Steven\\_Zwicker](http://english.artsci.wustl.edu/Steven_Zwicker))  
Stanley Elkin Professor in the Humanities  
PhD, Brown University

### Professors

**Mary Jo Bang** ([http://english.artsci.wustl.edu/mary\\_jo\\_bang](http://english.artsci.wustl.edu/mary_jo_bang))  
MFA, Columbia University

**David Lawton** ([http://english.artsci.wustl.edu/david\\_lawton](http://english.artsci.wustl.edu/david_lawton))  
FAAH, PhD, University of York

**Joseph Loewenstein** ([http://english.artsci.wustl.edu/Joe\\_Loewenstein](http://english.artsci.wustl.edu/Joe_Loewenstein))  
PhD, Yale University

**William Maxwell** ([http://english.artsci.wustl.edu/william\\_maxwell](http://english.artsci.wustl.edu/william_maxwell))  
PhD, Duke University

**Robert Milder** ([http://english.artsci.wustl.edu/robert\\_milder](http://english.artsci.wustl.edu/robert_milder))  
PhD, Harvard University

**Anca Parvulescu** ([http://english.artsci.wustl.edu/Anca\\_Parvulescu](http://english.artsci.wustl.edu/Anca_Parvulescu))  
PhD, University of Minnesota

**Carl Phillips** ([http://english.artsci.wustl.edu/Carl\\_Phillips](http://english.artsci.wustl.edu/Carl_Phillips))  
MA, Boston University

**Vivian Pollak** ([http://english.artsci.wustl.edu/Vivian\\_Pollak](http://english.artsci.wustl.edu/Vivian_Pollak))  
PhD, Brandeis University

**Wolfram Schmidgen** ([http://english.artsci.wustl.edu/Wolfram\\_Schmidgen](http://english.artsci.wustl.edu/Wolfram_Schmidgen))  
PhD, University of Chicago

**Rafia Zafar** (<http://english.artsci.wustl.edu/Rafia-Zafar>)  
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### Associate Professors

**Miriam Bailin** (<http://english.artsci.wustl.edu/people/miriam-bailin>)  
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**Julia Walker** ([http://english.artsci.wustl.edu/Julia\\_Walker](http://english.artsci.wustl.edu/Julia_Walker))  
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### Assistant Professors

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**Musa Gurnis** (<http://english.artsci.wustl.edu/musa-gurnis>)  
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**Long Le-Khac** (<http://english.artsci.wustl.edu/people/long-le-khac>)  
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**Edward McPherson** ([http://english.artsci.wustl.edu/Edward\\_Mcpherson](http://english.artsci.wustl.edu/Edward_Mcpherson))  
MFA, University of Minnesota–Twin Cities

**Melanie Micir** (<http://english.artsci.wustl.edu/people/melanie-micir>)  
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## Faculty Associate

**Dillon Johnston**  
PhD, University of Virginia

## Senior Lecturers

**Jennifer Arch** ([http://english.artsci.wustl.edu/jennifer\\_arch](http://english.artsci.wustl.edu/jennifer_arch))  
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**Bethany Daniels** ([http://english.artsci.wustl.edu/Daniels\\_Bethany](http://english.artsci.wustl.edu/Daniels_Bethany))  
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**Amy Pawl** ([http://english.artsci.wustl.edu/Pawl\\_Amy](http://english.artsci.wustl.edu/Pawl_Amy))  
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## Writers-in-Residence

**Kathryn Davis** ([http://english.artsci.wustl.edu/kathryn\\_davis](http://english.artsci.wustl.edu/kathryn_davis))  
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**Kathleen Finneran** ([http://english.artsci.wustl.edu/kathleen\\_finneran](http://english.artsci.wustl.edu/kathleen_finneran))  
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**francine harris** (<http://english.artsci.wustl.edu/people/francine-harris>)  
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**Marshall Klimasewiski** ([http://english.artsci.wustl.edu/Marshall\\_Klimasewiski](http://english.artsci.wustl.edu/Marshall_Klimasewiski))  
MFA, Bowling Green State University

## Director of Creative Writing Program

**David Schuman** ([http://english.artsci.wustl.edu/David\\_Schuman](http://english.artsci.wustl.edu/David_Schuman))  
MFA, Washington University

## Professors Emeriti

**Wayne Fields** ([http://english.artsci.wustl.edu/wayne\\_fields](http://english.artsci.wustl.edu/wayne_fields))  
Lynne Cooper Harvey Chair Emeritus in English  
PhD, University of Chicago

**Naomi Lebowitz**  
PhD, Washington University

**Carter C. Revard**  
PhD, Yale University

**Richard Ruland** ([http://english.artsci.wustl.edu/Richard\\_Ruland](http://english.artsci.wustl.edu/Richard_Ruland))  
PhD, University of Michigan

**Daniel Shea** ([http://english.artsci.wustl.edu/Daniel\\_Shea](http://english.artsci.wustl.edu/Daniel_Shea))  
PhD, Stanford University

## Majors

### The Major in English Literature

Units required: 30

Prerequisites:

| Code       | Title  | Units |
|------------|--|-------|
| E Lit 2151 | Literature in English: Early Texts and Contexts  | 3     |
| E Lit 2152 | Literature in English: Modern Texts and Contexts | 3     |

**Required credits:** 24 units of upper-division (300- and 400-level) work (at least 6 units must be 400-level), distributed as follows:

**Four required courses:**

- E Lit 3552 Introduction to Literary Theory
- Three historical courses, covering three of the following five historical periods in American, British or Anglophone literature and including at least one course from each of the following two groups:

**Group 1**

Medieval  
Early Modern

**Group 2**

The 18th Century  
The 19th Century  
The 20th Century and Later

**Four electives**

**Eight upper-division courses in all (including two 400-level courses)**

- All courses must be taken for letter grades.
- Must receive a grade of C or better.
- Only one cross-listed course not home-based in English may be counted toward the 24 units required. The two required 400-level courses must be home-based in English.
- Maximum of 6 units from University College and/or Summer School courses may count toward the major. These selections need English department approval.
- Study Abroad students are expected to complete the 200-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 300- or 400-level courses in the literature of a language other than English may be counted toward the English major.

- Before the end of junior year, majors are encouraged to consult with advisers regarding the fulfillment of major requirements.

### Portfolio Capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 200-level paper, a 400-level paper, and a brief essay (2-3 pages) that reflects on the student's overall learning experience in the major.

## Concentration in Creative Writing

There is the option of completing an English major with a creative writing concentration. To do so, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction or creative nonfiction — ultimately taking a three-course sequence in that genre (200-, 300- and 400-level) while taking at least one course outside this genre. The concentration will not change the current requirement structure in the English major and thus requires 6 additional credit hours to complete compared to a regular English major. For more information please consult the description of the major on the English department website (<http://english.artsci.wustl.edu/major>).

## Additional Information

**Senior Honors:** Students must have achieved a 3.65 grade point average in English and a 3.65 grade point average overall in order to apply for honors in English in spring of junior year. Students must successfully complete the required courses for the English major. Students must take L14 E Lit 5001 Honors Thesis Tutorial in both fall and spring of senior year and E Lit 3991 Senior Research Seminar I and E Lit 3992 Senior Research Seminar II in fall and spring, respectively, of senior year.

**Study Abroad:** Seven affiliate programs in England, Ireland and Scotland are open for well-prepared students: King's College, London (KCL); University College, London (UCL); University of Sussex; Oxford Program for Undergraduate Studies (OPUS); Keble College at Oxford; Trinity College, Dublin; and University of Edinburgh. Students interested in study abroad must apply and participate before senior year.

**Transfer Units:** Students must provide transcript(s) of previous work to receive approval from the director of undergraduate studies.

## Minors

### The Minor in English

**Units required:** 15

**Required courses:**

| Code       | Title  | Units |
|------------|--|-------|
| E Lit 2151 | Literature in English: Early Texts and Contexts  | 3     |
| E Lit 2152 | Literature in English: Modern Texts and Contexts | 3     |

**Elective courses:** Three upper-division (300- or 400-level) electives. These courses should be home-based in the Department of English.

Students are expected to take courses for letter grades and to receive a grade of C or better in each.

## The Minor in Writing

The writing minor is fulfilled by completing 15 units of Writing courses, no more than 6 units of which can be taken at the 200 level. At least one of the five courses elected must be Writing 311 Exposition or Writing 312 Argumentation.

With department approval, up to 6 units of journalism courses in writing or editing offered in University College can be counted toward the minor. An off-campus internship (Writing 298 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in Writing.

Students who wish to take a writing minor in addition to an English major are advised to take English and American literature courses (L14 E Lit) exclusively for the major and Writing courses (L13) exclusively for the minor. (Please note: 100-level L13 classes do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing (p. 402).

## Courses

### English Composition

For courses in English Composition, please visit the Writing (p. 881) page.

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### English Language and Literature

Visit online course listings to view semester offerings for L14 E Lit (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L14&crslvl=1:4>).

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#### L14 E Lit 114 Freshman Seminar

Enrollment limited to freshmen. Topics vary. Refer to current semester course listings for current topic.

Same as L53 Film 114

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L14 E Lit 150 Literature Seminar for Freshman: How to Read a University**

More than 70 percent of American adults now study at college for some time. But almost none study college as a formative individual experience and critical public institution while there. This course aims to fill this gap, encouraging students to reflect on the ground under their feet, the contemporary American university, and the myths, debates and histories that shape it. What is the purpose of higher education: to protect and defend islands of humanistic contemplation and disinterested scientific inquiry; to equip young citizens for informed democratic action; to train meritocratic elites for high office and high salaries? And how has this purpose shifted with the growth of leading American universities from clerical enclaves to worldly research corporations? This course addresses such questions with help from three bodies of texts: canonical modern fictions of campus life by such authors as F. Scott Fitzgerald and Willa Cather, Mary McCarthy and Ralph Ellison, Philip Roth and Don DeLillo; some influential theories of the university and its intellectuals from Thomas Jefferson to Michel Foucault; and a trio of iconic college films: the Marx Brothers' *Horsefeathers*, National Lampoon's *Animal House* and Spike Lee's *School Daze*.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L14 E Lit 151 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 152 Literature Seminar for Freshmen**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 153 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM

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**L14 E Lit 155 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA

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**L14 E Lit 156 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 160 Literature Seminar for Freshmen**

*The Monstrous Imagination*. Reading course, limited to 15 students. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM

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**L14 E Lit 170 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 171 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 172 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 180 Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.  
Credit 3 units. A&S: TH BU: HUM EN: H

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**L14 E Lit 189 Literature Seminars for Freshmen**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 209 World Literature**

This course teaches ways of reading literature across eastern and western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., orientalism), hybridity, and displacement.  
Same as L16 Comp Lit 211  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L14 E Lit 214C Introduction to Women's Texts**

Discussion of canonical and non-traditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity formation, and how women have used the written word to change their social and imaginative conditions.  
Same as L77 WGSS 214C  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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**L14 E Lit 2151 Literature in English: Early Texts and Contexts**

This course provides beginning students of English with a chronological outline of early literature in English from the middle ages to the late 18th century. It introduces them to the central themes, genres and forces that have shaped the early history of literature as well as the tools, vocabularies and critical

practices of literary studies. We organize our semester around four themes: inventing a nation; the sacred and the secular; centers and margins; private and public. We study, among others, four of the following key texts and authors: *Sir Gawain and the Green Knight*, Chaucer, Shakespeare, Milton and one of Defoe's novels.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 2152 Literature in English: Modern Texts and Contexts**

This course provides beginning students of English with a chronological outline of modern literature in English from Romanticism to the present. It introduces them to the central themes, genres and forces that have shaped the modern history of literature as well as the tools, vocabularies and critical practices of literary studies. We organize our semester around five themes: literary revolutions; questions of genre; subjectivity and authorship; gender, sexuality and identity; modernism. We study texts from Britain/Ireland, the United States and at least one example of global literature in English.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 228 Theatre Culture Studies I**

Required of the drama major. An examination of ancient, medieval, and Renaissance theater and performance. Close reading of dramatic texts written by such authors as Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Marlowe, Shakespeare, and Jonson, with attention also given to the collaborative theaters of the medieval period (the Corpus Christi play) and the Italian Renaissance. In tandem with the close study of dramatic literature, we study theater history (playing spaces, costumes, actors, etc.) and performance (ritual, performances of everyday life, etc.) from antiquity to the Renaissance.

Same as L15 Drama 228C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 229C Theatre Culture Studies II**

This course provides a survey of theater history from the early 17th through mid-19th centuries, covering plays, theories of drama and acting, and the material conditions of theater production. We will explore events in Asia, the Americas and Europe with particular attention to the Baroque era, Sentimentalism and Romanticism. The central objectives of the course are 1) to teach students to analyze plays in complex and creative ways, and 2) to cultivate understanding of the ways theater and performance practices reflect the philosophical ideas, aesthetic values, and sociopolitical realities of their historical context — even as these practices sustained and challenged such ideas, values and realities.

Same as L15 Drama 229C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 2361 Cultural History of the American Teenager**

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past sixty years? In our consideration of teen culture, we take a multidisciplinary approach when tackling a variety of

materials — including historical readings, literary fiction, Young Adult fiction, comic books, popular films, and popular music — in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past sixty years. We begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and '60s. Our readings focus on the middle decades of the 20th century, when teen culture moved to the forefront of American life, but we end the semester by considering how teen life has recently been imagined in such novels as *The Hunger Games*. Our class also discusses a few films, such as *Rebel Without a Cause* and *American Graffiti*, which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we focus on the different methods that we can employ when attempting to interpret and analyze American culture.

Same as L98 AMCS 236

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L14 E Lit 241E Masterpieces of European Literature I**

Masterpieces of Western literature in English translation: Homer through Dante.

Credit 3 units. BU: HUM

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**L14 E Lit 245 Topics: Banned Books: From the Giver to Lord of the Flies**

Topics varies by semester.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 257 The Art of Poetry**

An introduction to the critical vocabulary necessary for the study and evaluation of poetry; provides a basic understanding of prosody, poetic forms and figurative language, and the historical periods in which poetry has been written.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 258 Art of the Novel**

In this course we read novels drawn from several literary traditions and a number of distinctive narrative modes. Among the questions we consider are those addressing the nature of narrative form, and the literary and stylistic choices made in order to express such things as character and consciousness, society and history, and the relation between the fictive and the real. There are two papers and several short writing assignments.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 299 Research Assistantship**

For students assisting English faculty members with their research. Students must provide a description of their assistantship and secure permission of the director of undergraduate studies. At the end of the semester, the student must submit a four-page essay describing the work done during the assistantship, along with any documents or work produced. In addition, a written evaluation by the faculty member they assisted is required. Up to 3 units acceptable toward the English major. Only for declared English majors. Must be taken pass/fail.

Credit variable, maximum 3 units.

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**L14 E Lit 302W Writing Modern War**

The 20th century, as Graham Greene observed, was a century "in which there would never be a peace." This writing-intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the homefront.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 303W Strangers and Savages, Aliens and Outcasts**

This writing-intensive course focuses on a literary tradition united by its representation of passionate hatred and intolerance.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 304W Craft of Fiction: Historical Fiction**

This writing-intensive course is a literature/creative writing hybrid course in which a number of contemporary historical fictions (meaning, fictions set in periods prior to the authors' births, and sometimes incorporating real historical events or figures) are covered.

Credit 3 units. A&S: TH, WI EN: H

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**L14 E Lit 3050 Literary Modernities: Text and Tradition**

The course examines the various facets of modernity in major works of European, Eurasian and, sometimes, American literature from the early 17th century to the 1920s, starting with *Don Quixote*. We explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course engages with two or three important models of critical practice, e.g., Wollstonecraft's *Vindication of the Rights of Women*, Marx's *German Ideology*, Freud's *The Interpretation of Dreams*, T.S. Eliot's *Tradition and the Individual Talent*, or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote."

Same as L93 IPH 3050

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 305W Fabricating Lives**

The premise of this writing-intensive course is that autobiography is not a straightforward narrative of the past but a conscious shaping of life into a meaningful design.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 306 Old English Literature: Beowulf**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 307 The Writing of the Indian Subcontinent**

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed as an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors, including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunsekera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and

cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L14 E Lit 3071 Caribbean Literature in English**

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course surveys literature and culture from these islands, looking both at and beyond this tourists' paradise. It aims to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we also look at important films such as *The Harder They Come* as well as discuss the most globally famous cultural product of the contemporary Caribbean: reggae music. The course involves readings from multiple genres and covers authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid and Caryl Phillips.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L14 E Lit 3075 The American Radical Novel: Literature Versus Inequality**

Intended to help students reckon knowledgably, imaginatively and articulately with our era of escalating social inequality, this class is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's *Uncle Tom's Cabin* to the 21st-century dystopianism of Gary Shteyngart's *Super Sad True Love Story*. Its main goals are two: (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's *The Jungle* and Karl Marx's *Communist Manifesto*, Alice Walker's *Meridian* and Martin Luther King Jr.'s "Nonviolence and Racial Justice." The second goal is pursued through hands-on analysis of successful rhetorical strategies sampled from *The Hodges Harbrace Handbook*, and, more importantly, from the scholarly writing of students themselves.

Same as L98 AMCS 3075

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: HUM EN: H

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**L14 E Lit 308 Topics in Asian-American Literature: Identity and Self-image**

Topics in Asian-American literature that vary from semester to semester.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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**L14 E Lit 3081 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history and culture of American exceptionalism — the idea that America has been specially chosen, or has a special mission to the world. First,

we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class reassesses with the help of modern critics. In the second part of this class, we broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L14 E Lit 311 Topics in English & American Literature:  
Contemporary Literature of the East West Divide**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM UColl: NW

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**L14 E Lit 311E Electronic Poetry**

An inquiry into new forms of screen art beginning with traditional printed poetry to varieties of virtual poetry emergent on the computer screen; the stream of programming code as a level of writerly activity.

Credit 3 units. A&S: LA

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**L14 E Lit 311W Electronic Poetry**

The primary focus in this writing-intensive course is to look at every possible kind of electronic poetry we can come up with in order to evaluate it as poetry.

Credit 3 units. A&S: LA BU: HUM

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**L14 E Lit 312 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact, systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: HUM EN: H

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**L14 E Lit 3121 The Medieval Romance**

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's *Aeneid* to *Sir Gawain and the Green Knight*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 3122 Topics in Literature: Heroes and Lovers**

We read *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer's *Troilus and Criseyde*, *The Mabinogion*, *The Tain*, *Margery Kempe* and Malory's *Morte d'Arthur*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 312W Topics in English and American Literature:  
Literature of Consolation**

This course explores the theme of consolation in medieval poetry. We read narratives that represent the consolation of a variety of melancholy figures — philosophers in exile, lovers in mourning, citizens in plague-ridden cities, and women disturbed by misogynous writing. We examine the connection between representations of consolation and the act of reading, and think about literature itself (along with other art forms) as a contested site of entertainment, moral guidance, self-fashioning and redemption. Authors may include Boccaccio, Boethius, Chaucer, Christine de Pizan, Abelard and Heloise, and the Pearl-poet. As a writing-intensive class, we spend time writing and talking about writing in the classroom. We read our literary texts as "arguments" about literature in addition to other topics, and we read secondary articles as examples of scholarly writing that we may or may not want to adopt as models.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 313 Topics in English and American Literature**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, oversimply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also assigned include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 314 Topics in English and American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS

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**L14 E Lit 315 Topics in American Literature**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S: TH A&S IQ: HUM, SD Art: HUM BU: HUM EN: H

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**L14 E Lit 315W The Literature of the American Revolution**

While not a historical survey, the course presents several case studies raising questions about later myth and contemporary reportage.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 316 Topics in American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 316W Topics in American Literature**

Topic varies. Writing-intensive.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L14 E Lit 317 Topics in American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 317W Topics in English and American Literature**

Selected topics vary from semester to semester. Writing-intensive.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L14 E Lit 318 Topics in American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 3191 Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 3192 Interdisciplinary Studies in the Humanities, 20th Century: The European Avant-Garde**

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition, emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Same as L93 IPH 3191

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 319A Topics in English & American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM

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**L14 E Lit 321 American Literature to 1865**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 3211 Topics in 19th-Century American Writing**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 321A American Literature I**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 322 American Literature 1865 to Mid-20th Century**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 3222 20th-Century American Writers**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 3227 Devising, Adaptation and Docudrama**

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into three units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance. Same as L15 Drama 3227

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

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**L14 E Lit 322A American Literature II**

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L14 E Lit 322C Major American Writers II**

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 322W Major American Writers II**

This writing-intensive course is intended as an in-depth introduction to arguably the two most significant American fiction writers of the first half of the 20th century.

Credit 3 units. BU: HUM

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**L14 E Lit 323 Selected American Writers**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 323A American Literature III**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 326 Selected American Writers**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 327 Selected American Writers**

Credit 3 units. A&amp;S: TH Art: HUM

**L14 E Lit 328W Selected English and American Writers**

Credit 3 units. A&amp;S: TH, WI A&amp;S IQ: HUM, WI BU: HUM EN: H

**L14 E Lit 329 Selected English and American Writers**

Credit 3 units. A&amp;S: TH Art: HUM

**L14 E Lit 3311 Interdisciplinary Studies in the Humanities**

In this course we will trace a tradition of writing on laughter. While we will read texts that might explain laughter by way of comedy or humor, we will be interested in laughter itself. What does the body in laughter look like? How does laughter sound? Where, when and how does laughter happen? What is laughter's relation to language, to song, to thought? What kind of communities does laughter form? We will read texts by Joubert, Erasmus, Hobbes, Descartes, Chesterfield, Kant, Bergson, Freud, Bataille, Sarraute, and Ellison. We will listen to music like Louis Armstrong's "Laughin' Louie" and we will watch films like *Laughing Gas*, *The Man Who Laughs* and *A Question of Silence*. Same as L93 IPH 3311

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM Art: HUM EN: H

**L14 E Lit 331C Tragedy**

Credit 3 units. A&amp;S: TH Art: HUM BU: HUM

**L14 E Lit 3322 Reading in the Renaissance: Texts and Practices**

This course aims, first, to acquaint students with English Renaissance literature, from Shakespeare to Dryden; then to investigate the ways in which that literature might have been read by its original audience; and finally to consider how such knowledge might, or should influence, our own understanding and experience of Renaissance texts.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM BU: HUM EN: H

**L14 E Lit 334 A History of the Golden Age of Children's Literature**

A comprehensive survey of the major works for children written during this period.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM Art: HUM BU: HUM

**L14 E Lit 3341 The History of Children's Literature from the End of the Golden Age to the Age of Multiculturalism**

A continuation of E Lit 334, this is a comprehensive survey looking at the major works of children's and adolescent literature in both Britain and America.

Credit 3 units. BU: HUM

**L14 E Lit 335 Modern Drama 1850-1920**

The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw.

Credit 3 units. A&amp;S: TH Art: HUM BU: HUM

**L14 E Lit 3351 Modern Drama 1880-1945**

Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference also is made to contemporary

experiments in the other arts and to major literary movements in the time period under consideration.

Credit 3 units. A&amp;S: TH Art: HUM BU: HUM

**L14 E Lit 3361 Modern Drama, 1945 to the Present**

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theater from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM Art: HUM BU: HUM EN: H

**L14 E Lit 3370 Contemporary Stages: An Anglo-American History of Performance after 1950**

Credit 3 units.

**L14 E Lit 3371 The Theater of the Absurd**

Credit 3 units. A&amp;S: TH Art: HUM

**L14 E Lit 339 Topics in 19th-Century American Writing**

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM Art: HUM

**L14 E Lit 3391 Topics in 19th- and 20th-Century American Writing: American Short Fiction**

This course is directed toward a broad range of majors and nonmajors with a serious but not scholarly interest in American Short Fiction.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM BU: HUM EN: H

**L14 E Lit 340 Topics in 20th-Century American Writing**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and nonmajors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C Chief American Writers, while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM Art: HUM BU: HUM

**L14 E Lit 340W The American Novel: Split and Hybrid American Identities**

Examination of the struggle to form an enabling identity for author, characters and text against the divisive pressures of family and society.

Credit 3 units. A&amp;S: TH, WI A&amp;S IQ: HUM, WI BU: BA, HUM EN: H

**L14 E Lit 342W The Romance: Medieval to Modern**

Credit 3 units.

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**L14 E Lit 343 Two Cultures: Literature and Science**

The relation between biology and literature as it has been examined and expressed in poetry, fiction and nonfiction of the past two centuries.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 344W Writing About Performance**

In this writing-intensive course, students develop critical strategies for writing about theatre and other performance events, in the present and in a range of historical periods.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 3451 Topics in American Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Same as L53 Film 345

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L14 E Lit 346 British Enlightenment Culture**

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic and philosophical texts of the time.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L14 E Lit 347 Masterpieces of Literature I**

Masterpieces of Western literature in English translation: Homer through Dante.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 348 Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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**L14 E Lit 3520 Introduction to Postcolonial Literature and Theory**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: HUM EN: H

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**L14 E Lit 3522 Topics in Literature**

Topics course which varies by semester.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L14 E Lit 3524 Topics in Literature**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 3525 Topics in English Literature**

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L14 E Lit 3527 Blacks and Jews in America**

Credit 3 units. A&S: SD A&S IQ: HUM, SD EN: H

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**L14 E Lit 352A Topics in English & American Literature**

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his *Narrative*. This course will examine literary depictions of black athletes — in novels, memoirs, essays and poems — in order to better understand the cultural significance of sportsmen and women in the African-American struggle for equality, from abolitionism to the "Black Lives Matter" movement. We will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into our readings, especially as students incorporate secondary sources into their own research.

Same as L98 AMCS 352A

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L14 E Lit 352B Topics in Literature**

Same as L98 AMCS 3525

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L14 E Lit 3530 Topics in American Culture Studies**

The topic of this course varies from semester to semester.

Consult Course Listings for a description of the current offering.

Same as L98 AMCS 3520

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Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 3531 Selected English and American Writers**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 3551 Topics: Literary Criticism and Theory: Ways of Approaching a Literary Text**

Credit 3 units. A&S: LA

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**L14 E Lit 3552 Introduction to Literary Theory**

This course introduces students to some of the most influential theoretical approaches to interpretation in Western culture, to the conceptual and historical debates about theory, and to the keywords used in these debates. Students learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of interpretation. Theoretical approaches featured may include: formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies. This course fulfills the literary theory requirement for the major; no substitutions are permitted. In order to preserve necessary seats for English majors, the course is enrolled through the wait list.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H UColl: HUM

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**L14 E Lit 356 The Art of the Novel**

This course takes as its starting point traditional models of the novel and then examines a variety of novels from different traditions — American, British, continental — which, in differing ways, play against this type, bending, challenging or ignoring "the rules." We are interested in attempting to understand the logic of such idiosyncratic forms, both why each writer is attempting to defy or undo our understanding of a normative "reality" and of the usual novelistic proprieties and how each novel provides its own manner of coherence.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L14 E Lit 357 The Art of Poetry**

Techniques of poetry, considered theoretically and practically in relation to problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns and others.

Credit 3 units. A&S: TH, WI A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 3571 20th-Century Poetry**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 358 Studies in Short Fiction**

Study of the work of four novelists who also were fascinated by shorter forms throughout their careers: D.H. Lawrence, Joseph Conrad, Henry James and William Faulkner. The course is concerned with the variety of forms their work takes as it is shaped by the very individual visions of each.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L14 E Lit 3581 Historical and Comparative Linguistics**

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and

changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized.

Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S: LA A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

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**L14 E Lit 3582 Black Literature: Race, Class and Writing in the United States and the Caribbean, 1900-1950**

Study of the differences in literary tradition arising from the divergent social, racial and educational milieux of the United States and the West Indies.

Credit 3 units. A&S: TH, SD BU: BA, HUM

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**L14 E Lit 359 19th-Century American Women Writers**

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 359A (Re)Writing Slavery**

This special topics course considers black-authored texts ranging from the 18th to the 21st century to examine the ways slavery has been discussed in American literature and culture. We pay attention to the role of slavery in creating the African diaspora, the contribution of slave narratives to the Abolitionist movement, and how the structures of American slavery did not disappear after the Civil War. We look at the ways Civil Rights-era and contemporary African-American writers such as Margaret Walker, Toni Morrison, and Charles Johnson have appropriated the slave narrative to engage and critique present day concerns. Their works are read against 19th-century slave narratives by ex-slaves such as Frederick Douglass and Harriet Jacobs. In addition to the texts, students are asked to consider how slavery and its aftereffects have been portrayed in film and other forms of media.

Same as L90 AFAS 359

Credit 3 units. Art: HUM BU: BA

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**L14 E Lit 360 The Writings of Philip Roth**

Fiction by Philip Roth in chronological order from his earliest to his last major effort.

Credit 3 units. A&S: TH

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**L14 E Lit 3601 The Traffic in Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Same as L93 IPH 360

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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**L14 E Lit 362 The 18th Century: A Study of Major Texts**

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L14 E Lit 363C Theatre Culture Studies III**

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" which plunged its spectators into a mythical realm, or a petri dish which analytically presented the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theatre, and the Theatre of the Absurd), we read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht, and Beckett to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of modernity.

Same as L15 Drama 365C

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: ETH

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**L14 E Lit 365 The Bible as Literature**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L14 E Lit 365F The Bible as Literature**

Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary forms and ideas.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L14 E Lit 367 Religious Themes in Contemporary Literature**

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L14 E Lit 3676 Rhetoric: Ancient and Modern**

Rhetoric, or the art of persuasion, has played a prominent and controversial role in political and educational theory and practice. We survey rhetorical texts, ranging from Plato and Aristotle through Augustine and Edmund Burke, to Kenneth Burke and Jürgen Habermas.

Same as L08 Classics 3676

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 368 The Development of American Romantic Thought: Enlightenment Confidence to Postmodern Questioning**

We examine the revolutionary shift in human sensibility commonly known as "Romanticism" by tracing its development in America from the "Fireside Poets" (Bryant, Longfellow) and Transcendentalism (Emerson, Whitman) to anticipations of Modernism and Postmodernism (Henry Adams, Louis Sullivan, Charles Ives). Fulfills the 19th century and American literature requirements for the English major.

Credit 3 units.

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**L14 E Lit 369 Reading Sex in Premodern England**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we ask: how does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, public — inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels and scientific treatises. By learning how to "read sex" in premodern literature, students acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L14 E Lit 370 The Age of Victoria**

Works of fiction, poetry, journalism, children's literature, political cartoons, book illustrations, genre paintings and photographs. The course aims to give a sense of the age in all its diversity and peculiarity, as well as to concentrate on a few central issues and developments in 19th-century British society: e.g., industrialism, materialism, feminism, liberalism, the rise of the social sciences. Readings include works by Tennyson, Matthew Arnold, Lewis Carroll, Dickens, George Eliot, John Stuart Mill, Trollope, Oscar Wilde and Edmund Gosse.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L14 E Lit 371 The Age of Chaucer**

Study of the ways in which literature and history interplay between 1340 and 1400. Literary texts include writings by Chaucer, Langland, the Pearl Poet and anonymous composers of songs, dream visions, romances, satires, debates and low stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L14 E Lit 372 The Renaissance**

Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM UColl: ENE

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**L14 E Lit 3725 Topics in Renaissance Literature**

Topics course in Renaissance Literature.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 3731 Writing and the Representation of Pain**

Writing-intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: the *Bible* and *Ovid*, medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness; Freud's *Anna O*, Kafka's *In the Penal Colony*, Wilde's *The Nightingale and the Rose*, Woolf's *On Being Ill*, Artaud and the Theater of Cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore and Elizabeth Grosz; work on pain by Leder, Morris, Rey and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We also read Elaine Scarry's *The Body in Pain* and two recent novels: Andrew Miller's *Ingenious Pain* and Manil Suri's *The Death of Vishnu*.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 374W Epistolary Literature in the 18th Century: Other Peoples' Letters**

In this writing-intensive course, we examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L14 E Lit 375 The Romantic Period**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 3752 Modern British Novel**

Credit variable, maximum 6 units.

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**L14 E Lit 375A American Culture Studies: Methods & Visions**

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, this course serves

as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L14 E Lit 375C Pastoral Literature**

Same as L16 Comp Lit 375

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L14 E Lit 376 The Victorian Period**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 3778 Comparative Studies in the Novel**

This course introduces students to novels from a given period or from a geographical area, with attention to how novels are read and how they communicate.

Same as L16 Comp Lit 3778

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 381 Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical, or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L14 E Lit 3831 Topics in African-American Poetry**

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we will examine the tradition of African American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We will focus in particular on the pressures of expectation -- in terms of such identity markers as race, gender, and sexuality -- and how those pressures uniquely and increasingly affect African American poetry today.

Same as L90 AFAS 3838

Credit 3 units. A&S: TH Arch: HUM Art: HUM BU: HUM

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**L14 E Lit 3838 Topics in African-American Poetry**

Same as AFAS 3838

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 387 African-American Literature: Early Writers to the Harlem Renaissance**

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM

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**L14 E Lit 3881 Black Women Writers**

When someone says black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature. Same as L90 AFAS 3651

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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**L14 E Lit 388C African-American Literature: African-American Writers Since the Harlem Renaissance**

African-American literature in the 20th century moves from a renaissance into an institution. Guggenheim, Pulitzer and Nobel prize winners; Communist and Conservative Party sympathizers; Black Power advocates, inaugural poets, Broadway playwrights, Book-of-the-Month Club novelists, along with writers whose allusive and elliptical pages may never win them legions of fans, are among the many whose works we discover together. Written assignments may include two papers and two exams. Prerequisites: none, but related classes such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English, and/or one 300-level elective requirement in AFAS. Same as L90 AFAS 388C

Credit 3 units. A&S: TH, SD Arch: HUM Art: HUM EN: H

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**L14 E Lit 391 Literature and Medicine**

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L14 E Lit 392W The Rise of the American Short Story**

The course focuses on several short stories by six different authors in this order — Hawthorne: "My Kinsman," "Major Molineux," "The Birthmark," "Young Goodman Brown," "Artist of the Beautiful." Poe: "The Black Cat," "The Facts in the Case of M. Valdemar," "The Tell Tale Heart," "The Fall of the House of Usher." James: "The Jolly Corner," "The Figure in the Carpet," "The Real Thing." Crane: "The Upturned Face," "The Open Boat," "The Blue Hotel." Anderson: "Winesburg, Ohio." Hemingway: "Indian Camp," "A Clean Well-Lighted Place," "In Another Country," "Now I Lay Me." Faulkner: "A Rose for Emily," "The Evening Sun," "Pantaloons in Black." There are two brief papers two to three pages; two introductory paragraphs; two four- to six-page papers; and one paper covering an entire author. There is one rewrite in each category.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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**L14 E Lit 393 Literary Theory: Subject and Subjection**

Same as L16 Comp Lit 393

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 395 Shakespeare**

Credit 3 units.

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**L14 E Lit 3951 Shakespeare's Sonnets: Framing the Sequence**

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers — including Wilde, Booth, and Vendler — have responded to the challenges of the sonnets. Students will work on writing their own commentary on a group of poems. Same as L93 IPH 3951

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 399 Senior Research Seminar**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by course work and by thesis. Credit 3 units.

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**L14 E Lit 3991 Senior Research Seminar I**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when Honors work is due in the College. It is required for students who pursue honors by course work and by thesis. Credit 3 units. BU: HUM

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**L14 E Lit 3992 Senior Research Seminar II**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final

versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when Honors work is due in the College. It is required for students who pursue honors by course work and by thesis. Credit 2 units.

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**L14 E Lit 4003 Blacks in Fiction**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 402 Introduction to Graduate Studies I: Research**

Introduction to academic scholarship and related professional activities. A workshop in developing topics, conducting research, preparing and presenting conference papers, articles and grant proposals.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 403 Black and White in American Drama**

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: junior standing, two 300-level courses or better.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 404 Topics for Writers: Beckett**

*Waiting for Godot, Happy Days, Krapp's Last Tape*: these are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays is examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *Endgame*. Course is intended for writers with some experience of the dramatic form. Intending students must interview with instructor in November.

Credit 3 units. A&S: LA Art: HUM

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**L14 E Lit 405 Living Influences: Poets and the Poets Who've Shaped Them**

This course examines a number of very contemporary collections of poetry (e.g., from first-book writers such as Karen Volkman and Greg Williamson, to more established writers such as Carl Phillips and Frank Bidart) to discover how generations of writers speak to and through one another. The course considers the nature and possible anxieties of writerly influence and how traditional and/or canonical writers' voices, verse, and vision have shaped a number of poets writing today. This class requires at least a basic knowledge of poetry in English up to the 1950s as we move freely among writers such as Ben Jonson, George Herbert, Gerard Manly Hopkins and Emily Dickinson, as well as Pound, Eliot, Lowell and Plath.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 407 Old English, Introductory**

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.

Credit 3 units. A&S: LA Art: HUM

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**L14 E Lit 408 Old English Literature**

Close study of some major literary texts (e.g., *Beowulf*, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin

culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407 or permission of instructor. Credit 3 units. A&S: LA Art: HUM

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**L14 E Lit 410 Medieval English Literature I**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4101 Medieval English Literature II**

Topics course in Medieval English literature.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 411 Old and Middle English Literature**

Early English literature from *Beowulf* and Anglo-Saxon poetry, in translation, through major works in Middle English of the 14th and 15th centuries, exclusive of Chaucer.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4111 Interdisciplinary Studies in the Humanities**

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Same as L93 IPH 4111

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L14 E Lit 412 16th-Century English Literature**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 413 17th-Century English Literature: 1603-1660**

Selected readings in English literature from Donne and Jonson through Dryden.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 415 18th-Century English Literature**

Selected readings in English literature from Pope and Swift through the age of Johnson.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 415A Readings in 19th-Century English Literature**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 416 English Literature of the Romantic Period**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4172 Roman Remains: Traces of Classical Rome in Modern British Literature**

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late 19th and 20th centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's *Poems of 1912-13* next to Vergil's *Aeneid*, then survey Hardy's relationship to the visible remainders of

Rome and the people it conquered — roads, barrows, forts — in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's *Heart of Darkness* and Ezra Pound's "Homage to Sextus Propertius") and examine the place of Vergil in T.S. Eliot's critical and poetic practice.

Same as L93 IPH 4171

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 418 Victorian Literature 1830-1890**

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold and Pater.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 420 Topics in English and American Literature**

Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4204 Film Theory**

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings.

Same as L53 Film 420

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM

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**L14 E Lit 423 Topics in American Literature**

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L14 E Lit 4231 Topics in American Literature I**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4232 Slavery and the American Imagination**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 424 Topics in American Literature II: Modernisms in America**

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks and Great Depression revisions — illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde

movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer and Richard Wright. A shorter list of critical essays highlights modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American literature requirement. For undergraduates, junior or senior standing is required.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4240 Topics in American Literature II**

Fiction not often found in the standard survey course, such as Harold Frederic's *The Damnation of Theron Ware*, G. W. Cable's *The Grandissimes*, Frank Norris' *The Octopus*, Jack London's *Martin Eden*, Thornton Wilder's *Heaven's My Destination*, Dorothy Baker's *Young Man With a Horn*, R. P. Warren's *All the King's Men*, Thomas Pynchon's *V*, and short works by Edith Wharton and Ring Lardner.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4241 In the Kingdom of Swing — Black American Culture**

An examination of the development of African-American literature and culture between 1929 and 1941.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4243 Contemporary African-American Drama**

A close study of selected plays from Africa, the Caribbean and the United States. We consider plays by Lonnie Carter, John Pepper Clark, Adrienne Kennedy, Wole Soyinka, Efua T. Sutherland, Derek Walcott and Edgar White, among others.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4244 Topics in African-American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 425 Early American Literature: American Modernisms**

This seminar offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks, and Great Depression revisions — illuminate the grand ambitions of eccentric literary forms and self-sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Ella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer and Richard Wright. A shorter list of critical essays highlights

modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies."  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L14 E Lit 425C Humanities by the Numbers: Shakespeare**

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class introduces students to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200-level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined vary from semester to semester. Please consult semester course listings for current offerings.

Same as L93 IPH 425

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 426 The American Renaissance**

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 426C Imagining the City: Crime and Commerce in Early Modern London**

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth, seemed to harbingers, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people — apprentices, domestic labor, street vendors, etc. — lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social — a shared space of kinship and community — could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis — its primary market, home to a burgeoning print culture and nourishing theater — and emerged, eventually, as the epicenter of a global economy. This course considers the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition, we consider secondary sources ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Same as L93 IPH 426

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 427 American Literature: The Rise of Realism to World War I**

The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 428 Modernism and Postmodernism**

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4282 English Modernist Fiction**

The first half of the 20th century produced some of English fiction's greatest individual achievements, linked by writers' attempts to represent, through narrative experiments, a world in which many certainties about self and society were dissolving. Attentive reading of 10 novels or short story collections; study of the historical and cultural contexts to which these writers were responding. Among writers considered: E.M. Forster, Virginia Woolf, D.H. Lawrence, Rebecca West, Joseph Conrad, Katherine Mansfield and Ford Madox Ford.  
Credit 3 units. A&S: TH

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**L14 E Lit 429 American Fiction Since 1945**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 431 English Drama, Exclusive of Shakespeare, to 1642**

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theaters.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4312 Early Drama**

This unit is concerned with English and European drama and spectacle from late Roman theater onward: primarily in England, but with comparative material from France and Italy. The chronological span of the course ends at about 1600; the working assumption is that there is no clean break between "medieval" and "Renaissance" drama, but that the theaters and scripts of the late 16th century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 432 Topics in Renaissance Drama**

A study of Elizabethan and Jacobean theatrical culture — the plays, players, playwrights and audiences of public theaters, private theaters and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster and Shakespeare.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 4323 Reading in the Renaissance: Texts and Practices**

Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell,

Rochester, and Dryden and application to our understanding and experience of early modern texts.  
Credit 3 units.

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**L14 E Lit 434 Topics in English and American Drama**

Varies from semester to semester.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 435 Childhood and Society: The Formation of Children's Literature**

An intensive examination of some of the major works that have shaped the canon and conception of children's literature in the English-speaking world. Among the authors studied are George Macdonald, Mark Twain, Kenneth Grahame, L. Frank Baum, Lewis Carroll, Robert Louis Stevenson, Rudyard Kipling and others. If time permits at the end of the course, we examine some works that appeared in the *Brownies' Book*, the children's publication of the NAACP that appeared in 1920 and 1921, edited by W.E.B. Du Bois and Jessie Fauset, a significant attempt to create a literature for children of color.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 436 Craft of Fiction: Dialogue**

A literature/creative writing hybrid course, we concentrate on the element of dialogue in fiction. We focus on 20th-century novels and stories that use dialogue in radical ways or place conversational dynamics at the center of their projects, probably including works by Don DeLillo, Henry Green, Grace Paley and Philip Roth. We consider the architecture of conversations — the evasions and hidden agendas; the art of the well-made monologue; how speech is shaped by varieties of linguistic capital; and secrets as a narrative device, extending into issues of conspiracy and paranoia. Because this is a craft rather than a traditional literature course, we approach the texts as creative writers (although experience as such is not required), considering what they have to say through a primary emphasis on the means they develop to say it, and we put the craft into practice: assignments include both a critical paper and a short story using radical elements of dialogue. We also make room for some consideration of the dynamics of actual conversations, outside of fiction, through a reading of some conversational analysts and speech-act theorists, and through some real-world experiments.  
Credit 3 units. A&S: TH EN: H

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**L14 E Lit 437 Literary Theory: The Subject and Subjection**

Credit 3 units.

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**L14 E Lit 438 African-American Comedy**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4381 Aesthetic Negativity: Adorno, Benjamin and Kracauer on Literature, Art and Media**

Same as L16 Comp Lit 438  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 438C Un-Framed: Toward an Aesthetic of Contemporary Media Art and Culture**

Same as L16 Comp Lit 438  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 439 Literary Theory**

Literary Theory course.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 440 Modernism**

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L14 E Lit 441 Literature of Catastrophe**

In this course we examine the ways in which art, both literary and visual, attempt to address catastrophic events.  
Credit 3 units. A&S: TH

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**L14 E Lit 442 Introduction to Romantic Poetry**

We read the poetry of the major Romantics — Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats — with attention to their biographical, historical, economic and cultural contexts.  
Credit 3 units.

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**L14 E Lit 444C Psychoanalysis and its Literary Cultures**

This course examines interactions between texts from the domains of literature and psychoanalysis. We read theory and literature side by side, in order to ask the following questions: Does the relationship between literary text and theory necessarily entail the subjection of literature to analysis, or can one, as Pierre Bayard asks, apply literature to psychoanalysis? What can psychoanalytic readings tell us more broadly about the act of reading? How can psychoanalysis enrich our sense of the ethical import of reading and writing, and how can literature challenge psychoanalytic goals and values? In terms of psychoanalytic authors, we focus on Freud, Lacan, Klein, Winnicott and Bayard. In terms of literature, we range widely from Sophocles to Henry James.  
Same as L93 IPH 444  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 445 Readings in American Literature**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 4454 Irish Women Writers**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 446 Introduction to Contemporary Poetry**

Introduction to contemporary poetry.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4461 American Studies and Poetry: The 20th Century**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 447 Modern British and American Poetry**

Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 4471 Modern Poetry I: Modernisms**

American and British poetry before, during and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams,

Moore, Johnson, Pound, H.D. and Stevens, as well as selections from Wordsworth, Whitman and Dickinson. First half of two-course sequence; second half optional  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4472 Modern Poetry II: Postmodernisms**

American and British poetry from 1930 to the present. Readings include Stevens, Riding, Crane, Zukofsky, Bunting, Auden, Brooks, Olson, Bishop, Merrill, Ashbery, Hill, Ammons, Rich, Wright and Howe. Prerequisite: E Lit 4471 or permission of instructor.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4485 Topics in Irish Literature I**

Topics course in Irish literature.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L14 E Lit 449 20th-Century Irish Poetry**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4492 The Irish Literary Revival**

The class will study major writings by Oscar Wilde, W.B. Yeats, J.M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W.I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Credit 3 units. A&S: TH

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**L14 E Lit 449A Topics in Literature**

Same as L16 Comp Lit 449

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 450 American Film Genres**

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings Tuesdays at 4 p.m.

Same as L53 Film 450

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4505 Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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**L14 E Lit 450A Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450A

Credit 3 units.

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**L14 E Lit 4531 American Drama**

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 456 English Novel of the 19th Century**

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës and Hardy.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 458 The Modern Novel**

Content and craft in the varying modes of the American, British and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide and Camus.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4581 Modern British Novel**

A selection of books by some of the major 20th-century figures: Henry James, Samuel Butler, Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, E.M. Forster, Elizabeth Bowen, Graham Greene, Christopher Isherwood, Sybille Bedford, V.S. Naipaul, William Trevor and Kazuo Ishiguro.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 4582 The North American Novel, 1945 to the Present**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4583 British Fiction after Modernism**

Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s — works by, for example, John Fowles, Alasdair Gray and Martin Amis; the "devolution" of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about "home." Younger writers, in frequently provocative ways, address the questions of nation, place, class and sexual identity that have dominated the postwar period.

Credit 3 units. A&S: TH

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**L14 E Lit 4584 Contemporary Fiction**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 4591 The Modern European Novel**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4601 The Shaping of Modern Literature**

Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination and such masters as Hegel, Kafka, Kierkegaard, and William and Henry James. Topics vary each semester; consult Course Listings.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 461 Topics in English Literature I**

Studies in special subjects, e.g., allegory and symbolism in the medieval period; the sonnet in English literature, English poetry and politics. Consult Course Listings.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L14 E Lit 462 Topics in English Literature II**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L14 E Lit 4631 Topics in English Literature and History: The 17th Century**

Variable topics, such as writing, politics and society in Revolutionary England; life writing and literature in Early Modern England.

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4653 Banned Books**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4655 The Pre-History of Blogging: Social Media of the Enlightenment**

This course will explore the ways in which the Enlightenment — in France, England, Germany and the U.S. — was shaped by the emergence of new literary forms, media and technologies of communication. Like our blogs, Facebook and email, the 18th century had its new social media — newspapers and literary journals, letters that surged through the national postal systems — as well as new social institutions — salons and coffeehouses — that served as forums for public debate. We will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and state control.

Same as L93 IPH 465

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 466 Theory and Methods in the Humanities: What is Interdisciplinary?**

Does humanity make progress? What does it mean to be part of a society, a culture, or an economy? And how do human beings find hope in the face of violence, loneliness, inequality, and the prospect of their own mortality? These fundamental questions about the human condition are the province of social theory, a way of thinking that intersects with philosophy, politics, economics, religion, anthropology and sociology. This seminar will examine an array of classic texts in this field, including works from Karl Marx, Friedrich Nietzsche, Sigmund Freud, Theodor Adorno, Hannah Arendt, and Michel Foucault.

Same as L93 IPH 405

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 4693 Topics in European Literature and History**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 470 Research Lab**

This class allows faculty members to work on their research in collaboration with undergraduate and graduate students. The content of the class (and its subtitle) will be determined by the faculty member's research project; its primary activities will involve the students in making concrete contributions to the faculty member's research. The basic idea is to create a collaborative environment akin to a lab, in which researchers of

various skills pursuing various tasks contribute to a distinctive project.

Credit 3 units. A&S IQ: HUM EN: H

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**L14 E Lit 472 History of the English Language**

Concepts and methods of linguistical study: comparative, historical and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle and later English; sounds, meanings, syntax and styles.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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**L14 E Lit 475 Intellectual History of Feminism**

We focus on feminist thought in Western culture but also examine non-Western ideas about feminisms. We trace the relationship among emergent feminist ideas and such developments as the rise of scientific methodology, Enlightenment thought, revolutionary movements and the gendering of the political subject, colonialism, romanticism, socialism, and global feminisms. Readings are drawn from both primary sources and recent feminist scholarship on the texts under consideration. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor. Students who have taken L77 WGSS 475 Intellectual History of Feminism can not take this class.

Same as L77 WGSS 475

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L14 E Lit 476 Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300-level and above) or permission of the instructor required.

Same as L77 WGSS 419

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L14 E Lit 478 The Craft of Fiction**

A literature/creative writing hybrid course concentrating on the element of dialogue in fiction, reading novels and stories that use dialogue in radical ways, including works by Don DeLillo, Henry Green, Zora Neale Hurston, Grace Paley and Philip Roth.

Credit 3 units. A&S: LA Art: HUM

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**L14 E Lit 479 The Art and Craft of Poetry**

An examination of poetry from its beginnings in English to the present day considering the relationship between earlier traditions and the manifestations of those traditions in contemporary poetry. Issues such as image; metaphor and the employment of it; notions of vision; the extent to which vision can spring from the intersection of art and craft. Study of prosody,

reading poems that exemplify the successful use of prosodic technique, and trying our own hands at those techniques as well.  
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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**L14 E Lit 481 Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 482 Selected English Writers II**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 483 Selected American Writers I**

Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult Course Listings each semester for specific authors.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 484 Selected American Writers II**

Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 493 Spenser**

Readings in the *Faerie Queene* and *Shepherd's Calendar*, with attention to Spenser's deliberate fashioning of a literary career.  
Credit 3 units. A&S: TH Art: HUM

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**L14 E Lit 4930 The Unmaking and Remaking of Europe: The Literature and History of the European War of 1914-1918**

Same as L16 Comp Lit 493  
Credit 3 units.

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**L14 E Lit 494 Milton**

Major poems and prose works in relation to literary and intellectual currents of the 17th century.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4951 Seminar: The 19th-Century European Novel**

Seminar in Comparative Literature Studies. Topics vary. Consult Course Listings for current semester's offering.  
Same as L16 Comp Lit 495  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 496 Shakespeare Advanced Course**

A study of Shakespeare's career as a dramatist, with intensive work on particular plays in the light of critical traditions.  
Prerequisite: E Lit 395C or permission of instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L14 E Lit 4968 Digital Methods in Literary Analysis: Shakespeare by the Numbers**

This course explores how emerging digital techniques can help us read literary texts in new ways. We read a set of Shakespeare plays closely but also work with a large corpus of plays by Shakespeare and his contemporaries as we cover basic text-mining and visualization techniques and use simple statistical and quantitative approaches to think about questions of genre and style. We ask how the typically "human" scale of reading that lets us respond to these texts can be captured on they

massive scales at which computers can count, quantify and categorize. What nuance is lost in this translation between "close" and "distant" readings and what insights are gained?  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 4969 Shakespeare in Production**

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from both a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Same as L15 Drama 469

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L14 E Lit 4976 Advanced Seminar in Literature**

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Same as L22 History 4976

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 498 The Spenser Lab**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an interinstitutional effort to produce a traditional print edition of the *Complete Works of Edmund Spenser*.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L14 E Lit 498W The Spenser Lab**

In this writing-intensive course, the students are given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements and design documents (SRDDs).

Credit 4 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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## Environmental Studies

Students interested in studying the environment can choose among three majors in the following academic departments: Biology; Earth and Planetary Sciences; and Political Science. The curriculum for these majors is integrated and interdisciplinary, drawing from many disciplines across Arts & Sciences and the university as a whole, and the majors thus capture the strengths of both the traditional academic departments and the interdisciplinary innovation necessary to explore fully the multiple issues and questions posed in the study of the environment. Please visit the Environmental Studies website (<http://enst.wustl.edu>) for more information.

Please visit the following *Bulletin* pages for more information on these majors:

Environmental Biology (p. 271)

Environmental Earth Sciences (p. 354)

Environmental Policy (p. 748)

**Phone:** 314-935-7047  
**Email:** bowinston@wustl.edu  
**Website:** <http://enst.wustl.edu>

## Faculty

### Director

**David Fike** ([http://eps.wustl.edu/people/dave\\_fike](http://eps.wustl.edu/people/dave_fike))  
I-CARES Associate Professor, Department of Earth & Planetary Sciences  
Associate Director, International Center for Advanced Renewable Energy & Sustainability (I-CARES)  
Director, Environmental Studies Program  
PhD, Massachusetts Institute of Technology  
(Earth and Planetary Sciences)

### Associate Director

**Eleanor Pardini** (<http://wubio.wustl.edu/people/eleanor-pardini>)  
Lecturer and Research Scientist, and Associate Director of Environmental Studies and Contact for Environmental Biology  
PhD, University of Georgia  
(Biology)

### Professor

**William R. Lowry** ([http://polisci.wustl.edu/William\\_Lowry](http://polisci.wustl.edu/William_Lowry))  
Contact for Environmental Policy  
PhD, Stanford University  
(Political Science)

### Additional Faculty

**Karen DeMatteo** (<https://eggert.biology.missouri.edu/people/former-students/karen-dematteo>)  
Lecturer  
PhD, Saint Louis University  
(Environmental Studies; GIS)

**Scott Krummenacher** (<http://polisci.wustl.edu/faculty/scott-krummenacher>)  
Lecturer  
PhD, Saint Louis University  
(Political Science)

**Maxine I. Lipeles** (<http://law.wustl.edu/Faculty/pages.aspx?id=291>)  
Senior Lecturer  
JD, Harvard University  
(Law; Interdisciplinary Environmental Clinic)

**Suzanne Loui** (<https://enst.wustl.edu/people/suzanneloui>)  
Lecturer  
PhD, Saint Louis University  
(Biology; Environmental Studies)

**Beth Martin** (<https://enst.wustl.edu/people/f-elizabeth-martin>)  
Senior Lecturer  
MS, Washington University  
(Environmental Studies)

**John Parks** (<http://enst.wustl.edu/people/john-parks>)  
Lecturer  
PhD, Washington University  
(Environmental Studies; University College)

**Eric Zencey** (<http://www.uvm.edu/gjee/?Page=zencey.html>)  
Lecturer  
PhD, Claremont Graduate University  
(Political Philosophy/Science History)

## Majors

Students interested in studying the environment can choose among three majors in the following academic departments: Biology; Earth and Planetary Sciences; and Political Science.

Please visit the following *Bulletin* pages for more information on these majors:

Environmental Biology (p. 271)

Environmental Earth Sciences (p. 354)

Environmental Policy (p. 748)

## Minors

### The Minor in Environmental Studies

**Required Units:** 19

**Required Courses:**

| Code         | Title                                 | Units |
|--------------|---------------------------------------|-------|
| EPSc 201     | Earth and the Environment             | 4     |
| Biol 2950    | Introduction to Environmental Biology | 3     |
| Pol Sci 2010 | Introduction to Environmental Policy  | 3     |
| Total Units  |                                       | 10    |

**Elective Courses:** 9 units — one course from each of the three categories below

**One advanced science course:**

| Code     | Title                        | Units |
|----------|------------------------------|-------|
| Biol 372 | Behavioral Ecology           | 4     |
| Biol 381 | Introduction to Ecology      | 3     |
| EnSt 375 | Urban Ecology                | 3     |
| EPSc 323 | Biogeochemistry              | 3     |
| EPSc 401 | Earth Systems Science        | 3     |
| EPSc 413 | Introduction to Soil Science | 3     |

**One advanced political science or law course:**

| Code         | Title  | Units             |
|--------------|--|-------------------|
| Pol Sci 3240 | The Political Economy of Public Goods                                    | 3                 |
| Pol Sci 331  | Topics in Politics   | 3                 |
| Pol Sci 332B | Environmental and Energy Issues  | 3                 |
| Pol Sci 3752 | Topics in American Politics: Globalization, Urbanization and Environment | 3                 |
| Pol Sci 4043 | Public Policy Analysis, Assessment and Practical Wisdom                  | 3                 |
| EnSt 539     | Interdisciplinary Environmental Clinic                                   | var.;<br>max<br>6 |

**One advanced anthropology or ethics course:**

| Code        | Title                                | Units |
|-------------|--------------------------------------|-------|
| Anthro 3322 | Brave New Crops                      | 3     |
| Anthro 3472 | Global Energy and the American Dream | 3     |
| Anthro 361  | Culture and Environment              | 3     |
| Anthro 4211 | Paleoethnobotany and Ethnobotany     | 3     |
| EnSt 335F   | Introduction to Environmental Ethics | 3     |

Courses that are offered less frequently or have [more prerequisites](#) but that are [preapproved substitutions](#) for these requirement categories include:

**Advanced science:**

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| Biol 4170 |                                       | 3     |
| EPSc 408  | Earth's Atmosphere and Global Climate | 3     |
| EPSc 429  | Environmental Hydrogeology            | 3     |
| EPSc 444  | Environmental Geochemistry            | 3     |
| EPSc 484  | Paleoenvironmental Reconstruction     | 3     |

**Advanced political science or law:**

| Code     | Title                | Units |
|----------|----------------------|-------|
| Econ 451 | Environmental Policy | 3     |

**Advanced anthropology or ethics:**

| Code        | Title                  | Units |
|-------------|------------------------|-------|
| Anthro 3612 | Population and Society | 3     |
| Anthro 4215 | Anthropology of Food   | 3     |

**Other advanced courses:**

| Code     | Title  | Units |
|----------|--|-------|
| EnSt 405 | Sustainability Exchange: Community and University Practicums | 3     |

|          |  |   |
|----------|--|---|
| EnSt 406 | Urban Ecosystem Principles Integration | 3 |
|----------|--|---|

## The Minor in Interdisciplinary Environmental Analysis

**Required Units:** 18

**Required Courses:**

| Code        | Title                         | Units |
|-------------|-------------------------------|-------|
| EnSt 350W   | Environmental Issues: Writing | 3     |
| EnSt 357    | Environmental Problem Solving | 3     |
| EnSt 380    | Applications in GIS           | 3     |
| Total Units |                               | 9     |

**One interdisciplinary environmental capstone course:**

| Code     | Title  | Units             |
|----------|--|-------------------|
| EnSt 405 | Sustainability Exchange: Community and University Practicums | 3                 |
| EnSt 406 | Urban Ecosystem Principles Integration                       | 3                 |
| EnSt 452 | International Climate Negotiation Seminar                    | var.;<br>max<br>6 |
| EnSt 539 | Interdisciplinary Environmental Clinic                       | var.;<br>max<br>6 |

**One advanced elective in natural science:**

| Code     | Title                                    | Units |
|----------|--|-------|
| EnSt 365 | Applied Conservation Biology             | 3     |
| EnSt 481 | Advanced GIS                             | 3     |
| EPSc 454 | Exploration and Environmental Geophysics | 4     |

**One advanced elective in social science and humanities:**

| Code         | Title  | Units |
|--------------|--|-------|
| Econ 451     | Environmental Policy                                       | 3     |
| EnSt 310     | Ecological Economics                                       | 3     |
| EnSt 315     | Fallout: Analyzing Texts and Narratives of the Nuclear Era | 3     |
| EnSt 335F    | Introduction to Environmental Ethics                       | 3     |
| EnSt 461     | Intro to Environmental Law and Policy                      | 3     |
| History 3068 | The Human History of Climate Change                        | 3     |
| Pol Sci 4043 | Public Policy Analysis, Assessment and Practical Wisdom    | 3     |

## Courses

Visit online course listings to view semester offerings for L82 EnSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L82&crslvl=1:4>).

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### L82 EnSt 109A Quantitative Reasoning in Environmental Science

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems.

Same as L19 EPSc 109A

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L82 EnSt 110 Environmental Issues

This course examines the science behind current environmental issues, with emphasis on ecology and Earth science. Students gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics include: human population growth, global climate change, energy use, challenges to feeding the world, the interaction between the environment and human health, sustainable design, and the relationship between biodiversity and ecosystem functioning.

Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

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### L82 EnSt 115 Introduction to Conservation Biology

This course is introductory level and appropriate for both non-science majors as well as potential science majors who may be investigating their interests. Conservation Biology will focus on biodiversity, its preservation and current threats, as well as obstacles to its preservation for the future. We will examine the different levels of biodiversity present in nature as well as highlighting its importance, and why it matters to the human population. In studying Conservation Biology, students will also learn key concepts from related fields such as evolution and ecology that are necessary to understand concepts and concerns. Course topics include species and ecosystem management, restoration, strategies to combat threats, and past successes and failures relating to biodiversity conservation.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L82 EnSt 122 A&S Freshman Seminar: A Sense of Place: Discovering the Environment of St. Louis

Students go exploring in and around St. Louis. Rivers, prairies, urban landscapes and more. They'll learn about the St. Louis backyard and their "home" for the next four years. Through field trips, readings, interviews and discussion, they'll see first-hand what challenges face the environment and the people who live here. They will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. Students also learn why it is important to know a community at the local level if they're going to affect change on any level — state, national or

international. In addition to weekly readings and discussion, this class includes several field trips.

Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

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### L82 EnSt 201 Earth and the Environment

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth and planetary sciences and environmental studies majors. Three class hours and one two-hour lab a week.

Same as L19 EPSc 201

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L82 EnSt 210 Undergraduate Teaching Assistant

Credit 3 units.

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### L82 EnSt 221A Human Use of the Earth

Examination of the impacts of a growing population on the Earth, including habitat destruction, resource depletion, and air and water pollution. Population growth, landscape change, and the distribution and uses of the water, mineral, and energy-producing resources of the Earth.

Same as L19 EPSc 221A

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L82 EnSt 222 Topics in Japanese Literature and Culture: Environmental Consciousness in Modern Japanese Literature

A topics course on Japanese literature and culture; topics vary by semester.

Same as L05 Japan 221

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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### L82 EnSt 2431 Focus: Missouri's Natural Heritage, Part 1

Missouri's Natural Heritage is a multidisciplinary two-semester freshman Focus course. The first semester of the sequence focuses on Missouri geology, climate, archaeology and native megafauna. This provides 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) in the second semester. We also introduce 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 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.

Same as L61 Focus 2431

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

**L82 EnSt 272A Physics and Society**

Introduction to physics: its goals, methods, and relevance for society. Topics include energy as a unifying principle of physics and society's use of energy: resources and costs. Nuclear energy: history, technology, radiation, waste, weapons. Global climate change: the greenhouse effect, the hole in the ozone layer. Science and government. Bad science, pseudoscience, antiscience. Intended for science and nonscience majors. Must be taken for a letter grade.

Same as L31 Physics 171A

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

**L82 EnSt 290 Sophomore Seminar in Sustainability and the Environment**

This course will provide an opportunity for students to evaluate and explore potential paths in environmental studies, and learn presentation skills to carry forward in their careers. Students will also get the opportunity to get out of the classroom and participate in environmental field trips and activities.

Credit 3 units. A&S: NS A&S IQ: NSM

**L82 EnSt 299 Directed Internship**

Internship with an environmental organization (commercial, not-for-profit, governmental, etc.) where the primary objective is to obtain professional experience outside of the classroom. Student must have a faculty sponsor and must file a Learning Agreement with the Career Center, the faculty sponsor and the site supervisor. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship. Detailed supervision of the intern is the responsibility of the site supervisor.

Credit variable, maximum 3 units.

**L82 EnSt 3068 The Human History of Climate Change**

While climate change has become a hot-button issue in recent decades, it is by no means a new concern. Advisers to the king of France were warning against deforestation in the 18th century and 19th century. Scientific experiments revealed the arrival of acid rain in the industrial centers of Great Britain. This course will examine the longer history of climate change and how it has been addressed as a scientific, political and environmental issue. Students will be introduced to the field of environmental history and explore how the methods of this field of inquiry challenge traditional historical categories.

Same as L22 History 3068

Credit 3 units. A&S: SS BU: HUM EN: S

**L82 EnSt 306B Africa: Peoples and Cultures**

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present.

Same as L48 Anthro 306B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

**L82 EnSt 310 Ecological Economics**

This course is designed to give students an appropriately advanced understanding of the fundamental assumptions, the

conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics. Often the value of tools is best illustrated through use, so the course also aims to acquaint students with how the conceptual frame of Ecological Economics offers a distinctive approach to some of the most pressing problems our culture faces — problems that have their origin in our perpetual-growth economy which now strains against (and in many places has far transgressed) environmental limits to growth.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**L82 EnSt 315 Fallout: Analyzing Texts and Narratives of the Nuclear Era**

In this course we will pursue diverse texts and narratives through which Americans have developed a complex relationship to this technology and think critically about nuclear energy. Topics will include, but not be limited to: history of nuclear technology development (Manhattan Project); debates surrounding nuclear waste management, environmental and human health, a natural history of irradiated landscapes; literary journalism; and atomic travelogues. This course requires two field visits, including the Ameren Callaway Energy Center (Callaway Nuclear Power Plant) and Weldon Springs Interpretive Center.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**L82 EnSt 323 Biogeochemistry**

Survey of biogeochemical interactions among Earth's crust, oceans and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus and sulfur biogeochemical cycles. Greenhouse warming of atmosphere from carbon dioxide and chlorofluorocarbons: effects of inorganic and organic wastes in groundwater systems. Introductory course for students of environmental science and nonscience majors.

Prerequisite: permission of instructor.

Same as L19 EPSc 323

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L82 EnSt 335F Introduction to Environmental Ethics**

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students also learn some ethical and political theory.

Same as L30 Phil 235F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

**L82 EnSt 350W Environmental Issues: Writing**

For students interested in environmental issues — natural science, social science and policy. This course aims to provide students with the writing skills they need to be successful in the environmental field once they graduate. In doing so, students examine environmental issues and decision-making processes by examining data and facts underlying positions and decisions. They explore the role of audience, purpose and author angle of vision as they examine the role of multiple stakeholders in environmental issues and processes. Students also are exposed to different types of writing used in environmental studies professions. When the course includes a service learning component, students are exposed to the types of writing that are

necessary in environmental careers and in environmental non-profits and governmental agencies in particular.  
Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI BU: SCI

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### L82 EnSt 357 Environmental Problem Solving

This course aims to provide students with the opportunity to develop and apply problem-solving skills in the context of environmental challenges. Students will learn basic frameworks of decision-making through readings and role-play. Through the role-play, students will grapple with the perspectives of multiple stakeholders, the interplay of science and policy, and the ambiguity and uncertainty inherent in decision-making processes.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L82 EnSt 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists and geographers have developed a wide body of research concerning these socially constructed and perceived settings — commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments and the symbolism that weaves them together. Chronologically, we range from 3000 BCE to 2009 CE and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: NW

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### L82 EnSt 375 Urban Ecology

Urban Ecology is a field of study within ecology that focuses on the urban environment as an ecosystem and attempts to understand how humans and nature can better coexist in these highly modified environments. The ultimate goal is to aid efforts for more sustainable cities through better urban planning and practices. It is a multidisciplinary study including topics from ecology, evolution and conservation biology, as well as architecture, economics and business. The class format will include both lectures and discussions.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L82 EnSt 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide basic knowledge of GIS theory and applications using the existing state-of-the-art GIS software. The course is taught using a combination of lectures, demonstrations and hands-on, interactive tutorials in the classroom. The first week of the course provides a broad view of how students can display and query spatial data and produce map products. The

remainder of the course focuses on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools are added to students' GIS toolbox so that they can complete a final independent project that integrates material learned during the course. Students are encouraged to design individualized final projects using their own or other available data; however, some already-prepared final projects also are available.

Credit 3 units. A&S: NS A&S IQ: NSM

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### L82 EnSt 381 Introduction to Ecology

This course explores the science of ecology, including factors that control the distribution and population dynamics of organisms, the structure and function of biological communities, how energy and nutrients flow across ecosystems, and what principles govern ecological responses to global climatic and other environmental changes. The class format includes lectures, discussions and small group exercises. Assignments include quantitative data analysis, ecological modeling and scientific writing.

Same as L41 Biol 381

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L82 EnSt 390 Independent Study

Independent study for undergraduates, supervised by a faculty member. Prerequisite: permission of instructor.

Credit variable, maximum 6 units.

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### L82 EnSt 391 Directed Research in Environmental Studies

Research activities or project in environmental studies done under the direction of an instructor in the program. Permission of an instructor and the chair of the program is required.

Credit variable, maximum 6 units.

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### L82 EnSt 392 Directed Fieldwork in Environmental Studies

Fieldwork carried out under the direction or supervision of an instructor in the Program. Permission of an instructor and of the chair of the program is required.

Credit variable, maximum 6 units.

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### L82 EnSt 405 Sustainability Exchange: Community and University Practicums

The Sustainability Exchange will bring together students working in transdisciplinary teams to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students will participate in projects with clients and partners on- or off-campus, developed with and guided by faculty advisers drawn from across the university, with the intention of delivering an applicable end-product that explores "wicked" problems requiring innovative methods and solutions. These projects matter to the client or partner. The team-based project will be complemented by a seminar that will explore the field of design and design thinking through problem-solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering and science, as well as contemporary topics in energy, environment and sustainability. Students will draw on these topics to influence their projects. This course is open to all undergraduate juniors and seniors. An application is required; students will be accepted off the wait list following the application process. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.

Same as I50 InterD 405

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Credit 3 units. A&S IQ: SSC EN: S

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**L82 EnSt 406 Urban Ecosystem Principles Integration**

In today's world, your discipline has grand challenges whose solutions often lay in other realms. How will you train yourself to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "Advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment," and bring together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work and engineering, drawing from inside and outside the Washington University community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields provides lectures, readings and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (nonhuman) systems and the range of sociopolitical processes entailed with their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago and others. This course builds upon a 1-unit fall seminar (not a prerequisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems, and apply those concepts in multidisciplinary project applications. Projects leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multidisciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students present their work in a public forum at semester's end. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course. Same as 150 InterD 406

Credit 3 units. A&S IQ: SSC EN: S

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**L82 EnSt 408 Earth's Atmosphere & Global Climate**

Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation. Prerequisites: Math 233 and Phys 117A (or Phys 197); or permission of instructor.

Same as L19 EPSc 408

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L82 EnSt 413 Introduction to Soil Science**

Physical, chemical and biological processes that occur within soil systems. Types of soils and how these relate to soil formation. Major components of soil, including soil water, minerals, organic matter and microorganisms. Soils in wetlands and arid regions. Cycling of nutrients and contaminants in soils. Soil quality, conservation and sustainability. Two one-day field trips required. Prerequisites: EPSc 323 or Chem 112A (or AP Chem score of 4) or permission of instructor.

Same as L19 EPSc 413

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L82 EnSt 419 Community Ecology**

Basic principles of community ecology, including species interactions, spatial and temporal patterns of biodiversity, and ecosystem functioning. Analytical theory, statistical patterns,

and experimental approaches are emphasized. Intended for students wanting a rigorous overview of ecological principles. Prerequisite: at least one of the following courses: Biol 3501, 372, 381, 4170, 4193, EnSt 370 or permission of instructor. Same as L41 Biol 419

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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**L82 EnSt 4193 Experimental Ecology Laboratory**

Design and interpretation of ecological experiments, with an emphasis on hypothesis testing, sampling methodology, and data analyses. Sessions address fundamental ecological questions and include field, greenhouse, and laboratory (microcosm) studies on a variety of taxa and ecosystems. Generally work is done before dark (5-6 p.m.), although occasionally goes later (7 p.m.). Includes occasional required Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study. Assignments are primarily several written assignments, including final projects and in-class participation. Fulfills the upper-level laboratory requirement for the Biology major. One hour of lecture and 4 hours of laboratory per week. Prerequisites: permission of instructor and at least one of the following: Introduction to Ecology (Biol 381), Behavioral Ecology (Biol 372), Biological Conservation (EnSt 370), Population Ecology (Biol 4170), Community Ecology (Biol 419), or Evolution (Biol 3501). Credit will not be awarded for both 4191 and 4193. Enrollment is limited to 15 students. Same as L41 Biol 4193

Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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**L82 EnSt 428 Hydrology**

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems. Prerequisite: EPSc 353; or permission of instructor.

Same as L19 EPSc 428

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L82 EnSt 432 Environmental Mineralogy**

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources. Prerequisite: EPSc 352 or permission of instructor. Same as L19 EPSc 430

Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM

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**L82 EnSt 444 Environmental Geochemistry**

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface, and ground water environments. Acids and bases, mineral solubility, carbonate chemistry, chemical speciation, redox reactions, adsorption and ion exchange, and the speciation, mobility and toxicity of metals. Prerequisites: EPSc 201 and Chem 112A (or AP Chem score of 4); or permission of instructor.

Same as L19 EPSc 444  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L82 EnSt 451 Environmental Policy

This course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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### L82 EnSt 452 International Climate Negotiation Seminar

This course is a 3-credit advanced seminar for students who will represent Washington University at the annual United Nations Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC). COP22 will be held in Marrakech, Morocco, in November of 2017.

Credit variable, maximum 6 units. A&S IQ: SSC EN: S

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### L82 EnSt 461 Intro to Environmental Law and Policy

Survey of the most prominent federal laws governing environmental compliance and pollution control. Examines laws applicable to environmental impact statements, air pollution, water pollution, and hazardous waste. Addresses policy concerning the relative merits of using technological capabilities as compared with health risks in setting environmental standards. Discusses the need for environmental regulation to protect societal resources.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L82 EnSt 481 Advanced GIS

This course is designed to move beyond tools and skills learned in Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help students master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software (e.g., Network Analyst extension), resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments and projects. As the semester develops, students will gain a variety of new tools and techniques that will allow them to complete a final independent project that integrates the material learned during the course.

Credit 3 units. A&S IQ: NSM

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### L82 EnSt 4980 Undergraduate Research Seminar

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely, but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their

projects in class. Prerequisite: senior standing or permission of instructor.

Same as L19 EPSc 498

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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## European Studies

The major in European studies is part of the program in International and Area Studies.

The European studies concentration focuses on the New Europe and its historical and cultural contexts, attempting to understand the European contribution to world politics and cultural exchange. It involves study of both traditional and new European cultural products (literature, film, visual art and electronic media) and also of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake, but also as the continent connects with other parts of the world. It is committed to interdisciplinary approaches, and students may take courses in the traditional language-and-literature disciplines, as well as in anthropology, art history, economics, history, philosophy and political science. The concentration defines the geography of modern Europe to include the Atlantic world, as well as its Eurasian and Mediterranean neighbors. We offer advanced course work in most major European languages (including French, German, Italian, Russian and Spanish) as well as study abroad opportunities in all these languages.

**Contact:** Toni Loomis  
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## Faculty

### Co-Directors

**Lynne Tatlock** ([http://german.wustl.edu/people/tatlock\\_lynne](http://german.wustl.edu/people/tatlock_lynne))  
Hortense and Tobias Lewin Distinguished University Professor in the Humanities  
PhD, Indiana University  
(Germanic Languages and Literatures)

**Seth Graebner** (<http://rll.wustl.edu/people/graebner>)  
Associate Professor  
PhD, Harvard University  
(Romance Languages and Literatures; IAS)

### Endowed Professors

**John R. Bowen** ([http://anthropology.artsci.wustl.edu/bowen\\_john](http://anthropology.artsci.wustl.edu/bowen_john))  
Dunbar-Van Cleave Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology)

**Elizabeth Childs** (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs>)

Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University  
(Art History and Archaeology)

**Paul Michael Lützel** (<http://german.wustl.edu/people/paul-michael-lutzeler>)

Rosa May Distinguished University Professor in the Humanities  
PhD, Indiana University  
(German and Comparative Literature)

**James V. Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))

David R. Francis Distinguished Professor  
PhD, University of Chicago  
(Anthropology; IAS)

## Professors

**Matt Erlin** ([http://german.wustl.edu/people/erlin\\_matt](http://german.wustl.edu/people/erlin_matt))

PhD, University of California, Berkeley  
(Germanic Languages and Literatures)

**Rebecca Messbarger** (<http://rl.wustl.edu/people/messbarger>)

PhD, University of Chicago  
(Romance Languages and Literatures)

**Stamos Metzidakis** (<http://rl.wustl.edu/people/metzidakis>)

PhD, Columbia University  
(Romance Languages and Literatures)

**Michael Sherberg** (<http://rl.wustl.edu/people/sherberg>)

PhD, University of California, Los Angeles  
(Romance Languages and Literatures)

**Akiko Tsuchiya** (<http://rl.wustl.edu/people/tsuchiya>)

PhD, Cornell University  
(Romance Languages and Literatures)

## Associate Professors

**Jennifer Kapczynski** ([http://german.wustl.edu/people/kapczynski\\_jennifer](http://german.wustl.edu/people/kapczynski_jennifer))

PhD, University of California, Berkeley  
(Germanic Languages and Literatures)

**Corinna Treitel** ([http://history.artsci.wustl.edu/corinna\\_treitel](http://history.artsci.wustl.edu/corinna_treitel))

PhD, Harvard University  
(History)

## Adjunct Faculty

**Sabine Eckmann** (<http://samfoxschool.wustl.edu/directory/158>)

Director and Curator, Washington University Mildred Lane Kemper Art Museum  
PhD, University of Erlangen–Nürnberg and University of Köln  
(Art)

## Professors Emeriti

**Milica Banjanin** (<http://complit.artsci.wustl.edu/people/milica-banjanin>)

PhD, Washington University  
(Russian)

**Elyane Dezon-Jones**

Doctorat de 3e Cycle, University of Paris  
(Romance Languages and Literatures)

**Steven C. Hause** ([http://history.artsci.wustl.edu/steven\\_hause](http://history.artsci.wustl.edu/steven_hause))

PhD, Washington University  
(History)

**Gerald Izenberg** (<http://history.artsci.wustl.edu/izenberg>)

PhD, Harvard University  
(History)

**Wilhelm Neufeind** ([http://economics.wustl.edu/people/Wilhelm\\_Neufeind](http://economics.wustl.edu/people/Wilhelm_Neufeind))

PhD, Universität Bonn  
(Economics)

## Majors

### The Major in International and Area Studies — Concentration in European Studies

The IAS concentration in European studies focuses on the new Europe and its historical and cultural contexts, attempting to understand the European contribution to world politics and cultural exchange. It involves the study of both traditional and new European cultural products (literature, film, visual art and electronic media) and also of European institutions and contexts. This concentration will educate students interested both in understanding Europe for its own sake and in exploring how the continent connects with other parts of the world. It is committed to interdisciplinary approaches, and students may take courses in the traditional language and literature disciplines, as well as in anthropology, art history, economics, film, history, music, philosophy and political science. The concentration defines the geography of modern Europe to include the Atlantic world, as well as its Eurasian and Mediterranean neighbors.

**This concentration requires 36 units of course work:**

- 3 units of introductory course work (100- or 200-level)
- 3 units of European history course work (300-level or above from history department offerings on Europe)
- 3 units of non-European world area course work (any level)
- 27 units of advanced course work from a minimum of three different academic disciplines (at least one course must focus on gender, race or class, and at least two must be at the 400 level)

**Additional requirements and regulations:**

- Completion of all IAS course work with a grade of C+ or higher.
- Students must satisfy the standard IAS foreign language requirement (the successful completion of four semesters of one language appropriate to their concentration) with a European language.
- One semester of language must be completed before declaring the major.
- We strongly encourage students to study abroad ([https://ias.wustl.edu/undergraduate/study\\_abroad](https://ias.wustl.edu/undergraduate/study_abroad)). For those students who do not study abroad, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location consistent with their chosen language of study (e.g., students who wish to study in Spain must satisfy their language requirement with either Spanish or Portuguese).
- Majors must choose their upper-level course work from a minimum of three academic disciplines (for example: anthropology, art history, economics, film, history, literature, music, philosophy and political science).
- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- All prime IAS majors must complete a capstone experience.

N.B.: A single course may satisfy more than one of the distribution requirements (disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad ([http://ias.wustl.edu/undergraduate/study\\_abroad](http://ias.wustl.edu/undergraduate/study_abroad)).

**Introductory course work** (choose one from this list, 3 units):

| Code         | Title  | Units |
|--------------|--|-------|
| History 102C | Western Civilization   | 3     |
| IAS 129      | Perspectives on Migration: History, Memory and the Making of Modern Europe | 3     |
| IAS 244      | Introduction to European Studies   | 3     |

**Non-European area course work** (3 units):

We consider world areas to be Africa, East Asia, Latin America, the Middle East or South Asia. Courses that may be used to satisfy this requirement may include advanced area specific courses or the following:

| Code           | Title  | Units |
|----------------|--|-------|
| AFAS 209B      | African Studies: An Introduction                                   | 3     |
| AFAS 2230      | The African Diaspora: Black Internationalism Across Time and Space | 3     |
| AMCS 250       | Topics in Asian-American Studies                                   | 3     |
| Art-Arch 111   | Introduction to Asian Art  | 3     |
| East Asia 227C | Chinese Civilization   | 3     |

|              |   |   |
|--------------|---|---|
| History 2157 | Freshman Seminar: The Meaning of Pakistan: History, Culture, Art                          | 3 |
| History 2171 | Who Died and Made Them Kings? People, Politics and Power in the Atlantic World, 1500-1800 | 3 |
| IAS 135      | Freshman Seminar — Chinatown: Migration, Identity and Space                               | 3 |
| IAS 140      | East Asia in the World  | 3 |
| Japan 226C   | Japanese Civilization   | 3 |
| JINE 208F    | History, Text and Identity: Introduction to Jewish Civilization                           | 3 |
| JINE 210C    | Introduction to Islamic Civilization  | 3 |
| Korean 223C  | Korean Civilization   | 3 |
| LatAm 165D   | Latin America: Nation, Ethnicity and Social Conflict                                      | 3 |

**Advanced course work:** Choose nine courses from current European-focused course offerings in the following departments\*. All courses must be approved by the student's IAS adviser in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/european-studies>) and master course list for full options.

- African and African-American Studies
- Anthropology
- Art History
- Classics
- Drama
- Economics
- Film and Media Studies
- History
- Interdisciplinary Project in the Humanities
- International and Area Studies
- Languages and Literatures
- Music
- Philosophy
- Political Science
- Russian Studies
- Urban Studies
- Women, Gender, and Sexuality Studies

\*Students may petition to add a course by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

## Additional Information

**Language Requirement for the Major in European Studies/ International and Area Studies:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of one language appropriate to their concentration while at Washington University. For some students, this may

mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester language requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's Overseas Programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher. Students must have maintained a 3.65 grade point average through the sixth semester in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year (under the corresponding section number of the faculty member overseeing the student's thesis), and in IAS 486 IAS Senior Honors Thesis in the spring of senior year in order to be properly tracked by the IAS capstone coordinator.

## Minors

There is no minor offered in European studies.

## Courses

Visit online course listings to view semester offerings for L79 EuSt (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L79&crslvl=1:4>).

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### L79 EuSt 244 Introduction to European Studies

This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises will include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester will consider contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.

Same as L97 IAS 244

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L79 EuSt 3024 International Institutions

This course surveys in historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organization before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF and the World Bank. Prerequisites: Intro to International Politics L32 103B.

Same as L32 Pol Sci 3024

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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### L79 EuSt 313 Topics in English and American Literature

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem. It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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### L79 EuSt 313E Introduction to Comparative Arts

Same as L16 Comp Lit 313E

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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### L79 EuSt 3191 The European Avant-Garde: Interdisciplinary Studies in the Humanities, 20th Century

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition, emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Same as L93 IPH 3191

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L79 EuSt 320 British Cinema: A History**

In cinema, as in politics, Britain is caught awkwardly between America and Europe, never quite knowing how to position itself. Should it try to compete seriously with Hollywood, or develop a smaller-scale and more distinctive national cinema on the French or Swedish model? This uncertainty has commonly been seen as a weakness but it can be seen, conversely, as a strength, fostering a rich diversity and complexity both in the output overall and in the work of key British film-makers like Michael Powell, David Lean, and, in the first half of his career, Alfred Hitchcock. This course traces the fortunes of British cinema from its lively beginnings through a switchback history of slump and recovery, giving equal attention to the work of high-profile directors like Hitchcock and to important genres like 1930s documentary, Ealing comedy, and Hammer horror. A continuing theme is the complex economic relationship between British cinema and Hollywood: co-productions, trade barriers, the drain of talent to Hollywood, and the intermittent success of British films like *The King's Speech* in the American market. Required Screenings. Same as L53 Film 320

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L79 EuSt 3221 Topics: The Jewish Experience in Italy**

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Ital 307D; no prerequisite for students in other majors. Three five-page papers. Please note: The Ital 5221 cross-listing course is for graduate students only.

Same as L36 Ital 3221

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L79 EuSt 3224 Topics in Italian: Basilisks to Botticelli: the Birth, Development and Politics of Museums in Italy**

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the 20th century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the 16th- and 17th-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Same as L36 Ital 3224

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L79 EuSt 323 The Cinema of Eastern Europe in the Cold War Era**

This course has two objectives. On the one hand, we will watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we will study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We will work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required screenings.

Same as L53 Film 323

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L79 EuSt 3250 French Film Culture**

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course will offer an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the 30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the US, and the broader appeal of recent hyper-visual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course will be on French cinema, we will also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms will be introduced but no prior knowledge of the language is expected. REQUIRED SCREENING: [day, time]. Same as L53 Film 325

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L79 EuSt 3256 French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

Same as L34 French 325

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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**L79 EuSt 3262 French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D.

Same as L34 French 326

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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**L79 EuSt 328 History of German Cinema**

This course explores the major developments of German cinema throughout the 20th century. More specifically, this course engages with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention is given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. Same as L53 Film 328

Credit 3 units. A&S: TH BU: IS EN: H

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**L79 EuSt 3290 Italian Neorealism**

This course explores the visual language of one of the most influential film movements of the 20th century. We concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of filmmakers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.

Same as L53 Film 329

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L79 EuSt 3318 Topics in Holocaust Studies**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.

Same as L21 German 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L79 EuSt 332 Topics in Film Studies: Italian Cinema**

Among the great European- and world-cinematic traditions, Italian cinema ranks near the top. Making its breakthrough around 1945, it has continued to surprise and challenge audiences in the decades that followed. After a brief review of the early decades of Italian film, we focus on the first two decades of postwar cinema, beginning with neorealism, continuing through the boom years of the 1950s, and ending with the new introspection of the 1960s. Looking at the movies of five great directors — Rossellini, De Sica, Fellini, Antonioni and Visconti — we consider their evolving aesthetic and their engagement with both history writ large and the social and political issues that inform Italian life as the nation struggles to reconstruct an identity shattered by fascism and war. Course conducted in English; Italian majors must read in Italian, others in English translation. Three class hours per week plus a three-hour film viewing.

Same as L36 Ital 332

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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**L79 EuSt 3331 The Holocaust: History and Memory**

Origins, causes and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; contemporary implications of the Holocaust for theology and politics.

Same as L22 History 333

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: ETH, HUM, IS EN: H

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**L79 EuSt 3350 Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM

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**L79 EuSt 3354 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy) — structures

which both balanced and exacerbated ethnic, religious, and social struggles — in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest and Prague were the most visible. This course seeks to put all of these elements into play — empire, nation, urban space, religion and ethnicity — in order to illustrate what it has meant to be modern, creative, European, nationalist or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supranational constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity. Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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### L79 EuSt 336 Cinema and Ireland

Like many other Anglophone and Francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing "imperial" power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the filmmakers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates — not simply Irish Cinema — it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required screenings.

Same as L53 Film 336

Credit 3 units. A&S: LA, CD A&S IQ: LCD BU: IS EN: H

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### L79 EuSt 340 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film-producing nations of Western Europe, this course considers the development of various national cinemas in Europe, Asia and Third World countries. The course seeks to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course considers how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. Required screenings.

Same as L53 Film 340

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM, IS

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### L79 EuSt 3400 German Literature and the Modern Era

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German

tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, nonmajors and majors. Required for admission to 400-level courses (except 401, 402, 403, 404 and 408D). Qualifies for major or minor credit when taken in conjunction with a one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination).

Same as L21 German 340C

Credit variable, maximum 4 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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### L79 EuSt 341 German Thought and the Modern Era

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 401, 402, 403, 404, and 408D) is contingent on completion of this course or 340C. Qualifies for major or minor credit when taken in conjunction with one-hour discussion section in German. The discussion section provides and introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination).

Same as L21 German 341

Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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### L79 EuSt 3414 The World Is Not Enough: Europe's Global Empires, 1400-1750

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Same as L22 History 3414

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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### L79 EuSt 3416 War, Genocide and Gender in Modern Europe

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women;

soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender-specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA, IS EN: H

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**L79 EuSt 3445 Riots and Revolution: A History of Modern France from 1789 to the Present**

This course surveys the history of France in the 19th and 20th centuries, from the French Revolution through the European Union. The focus in this course will be on the relationship between Paris and the provinces and how the dynamic between the seemingly all-powerful capital and its periphery, both colonial and metropolitan, played into the history of modern France. Major topics include: the legacy of the French Revolution; the development of French nationalism; popular political uprisings; the meaning of modernity; colonialism; French cultural capital; and the changing fortunes of France on the international stage.

Same as L22 History 3445

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L79 EuSt 3453 Modern Germany**

This course surveys the political, social, economic, and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we will identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. A major focus will be the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to "break with the past" after 1945.

Same as L22 History 3450

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L79 EuSt 3460 British Enlightenment Culture**

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic, and philosophical texts of the time.

Same as L14 E Lit 346

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L79 EuSt 3482 Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

Same as L14 E Lit 348

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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**L79 EuSt 3500 The 19th-Century Russian Novel (WI)**

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Alexander Pushkin's *Eugene Onegin*, Fyodor Dostoevsky's *Crime and Punishment*, and Lev Tolstoy's *Anna Karenina*. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social

context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.

Same as L39 Russ 350C

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

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**L79 EuSt 3520 Introduction to Postcolonial Literature**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Same as L14 E Lit 3520

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: HUM EN: H

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**L79 EuSt 3554 Revolution with an Accent: The Haitian and French Revolution, 1770-1805**

How can politics enact fundamental changes? What makes those changes a "revolution"? How do we judge the legitimacy of such changes? When these questions arise over the course of ordinary political arguments, the example of the French Revolution often looms large, casting a shadow tinted with blood and Terror. Much less present in the collective political imagination is the Haitian Revolution. These two events are complex and complicated, and are filled with fascinating, chilling, inspired characters, enflamed rhetoric and challenging questions. This course examines both the unfolding of events and the rise and fall of protagonists within these two revolutions and explores the ways that issues such as religion, state finance, loyalty, race and slavery became politicized.

Same as L22 History 3554

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L79 EuSt 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

Same as L22 History 3559

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L79 EuSt 3584 Music in the Holocaust: Portrayals in Sound from Past and Present**

The course explores Germany's road to totalitarianism through three different stages seen through its musical contexts: the embedment of "music libels" against Jews in 19th-century European culture in general and German culture in particular; the association of Jewish culture with the threat of modernism until World War II; and Nazi policies in the 1930s regarding music and their repercussion on musical activities in the different ghettos (especially Terezin and Lodz). The last segment of this class deals with the challenge of commemorating the holocaust through music.

Same as L75 JINE 3584

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L79 EuSt 3598 The First World War and the Making of Modern Europe**

The First World War ushered our age into existence. Its memories still haunt us, and its aftershocks shaped the course of the 20th century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Same as L22 History 3598

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L79 EuSt 3601 The Traffic in Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Same as L93 IPH 360

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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**L79 EuSt 364 Anarchism: History, Theory, and Praxis**

This course analyzes the origins, historical trajectories and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green

anarchism, lifestyle anarchism and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention is given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Same as L97 IAS 364

Credit 3 units. A&S: SS A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L79 EuSt 3640 Literature and Ethics**

Same as L16 Comp Lit 364

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L79 EuSt 366 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L79 EuSt 372 Dostoevsky's Novels**

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed and Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Same as L39 Russ 372

Credit 3 units. A&S IQ: HUM, LCD, WI

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**L79 EuSt 374 Russian Literature at the Borders: Multiculturalism and Ethnic Conflict**

In this course we explore Russian literary works (from the 19th century to the present day) that address issues of multiculturalism and ethnic conflict. The course is structured as a virtual tour of culturally significant places. Our readings take us to Ukraine/Belarus, the Caucasus, Siberia, and Central Asia. Some of the topics we discuss include national narratives and metaphor, authority and rebellion, migration and mobility, empire, orientalism, religious identities, gender roles, memory, and the poetics of place. Materials include poetry, drama, novels, short stories, critical articles, and oral history.

Same as L97 IAS 374

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L79 EuSt 3750 Topics in Russian Lit and Culture: Madmen or Visionaries? (WI)**

Where is the borderline between "insanity" and the "visionary" experience? What is the correlation between madness and creativity? How does the Russian conception of madness

compare to the Western one? In general, how do our cultural experiences shape our perception of madness? These are some of the questions we will address in this course as we explore the role and representation of madness in Russian culture and literature. Class discussions focus on close readings of formative works by Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, Gippius, and Nijinsky. These primary literary texts are supplemented by critical and theoretical articles as well as film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.  
Same as L97 IAS 3750  
Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L79 EuSt 3760 Cinema and Society**

This course explores the history of French cinema through a lens that has long aroused passionate feelings in the francophone world: the social and psychological role of the (post)-industrial workplace. Exploring why the workplace has proved an engaging setting for French cinema, the class will study the Chaplinesque antics of the heroes of René Clair's *À nous la liberté* and the slapstick pathos of Jacques Tati's maladapted *Monsieur Hulot*. Students will also consider how film uses the workplace to dramatize society's differences and tensions, analyzing the tragic drama of social classes in Marcel Carné's *La Règle du jeu* and the sobering view of workplace reform in Laurent Cantet's *Ressources humaines*. The class will consider depictions of workers and bourgeois in the factories by the Lumière brothers (1895) and compelling performances of modern-day workers by Marion Cotillard (*Deux jours, une nuit*) and Omar Sy (*Samba*) in award-winning films from 2014. Our study of film will also address cultural differences between the U.S. and France as we consider the workplace in the context of globalization. There will be an optional extra session for group film viewing. Films will be on reserve in Olin. Prerequisite: French 307D. Taught in French.  
Same as L34 French 376C  
Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS EN: H

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**L79 EuSt 3783 Modern Art 1905-1960**

This course investigates topics in European painting, sculpture, architecture, photography and film. Lectures and readings address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus and Art Brut. Prerequisite: Art-Arch 211 or permission of instructor.  
Same as L01 Art-Arch 3782  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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**L79 EuSt 3784 The Modernist Project: Art in Europe and the United States, 1905-1980**

The course surveys major tendencies in painting and sculpture from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the U.S. About two-thirds of the course treats European art, about one-third treats American art. Photography, architecture and work in other forms are considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; relationship between art and linguistics, philosophy, literature, economics and science; the role of geopolitics in art production; intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; the

challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.  
Same as L01 Art-Arch 3783  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 379 Russians Abroad: Literature, Migration, Identity**

This course focuses on several waves of Russian emigration in the 20th century: the so-called "White Russian" emigration in the wake of the 1917 Revolution; the exile of dissidents and defectors from behind the "Iron Curtain"; Jewish emigration in the 1980s; and migrations and displacements after the disintegration of the Soviet Union. Through our exploration of novels, short stories, poetry, memoirs, literary essays and film, we "travel" to China (Harbin), Turkey, Europe (Paris, Berlin, Prague), America (Mexico City, New York), Central Asia and Israel. We read works by Nabokov, Tsvetaeva, Bunin, Brodsky, Ulitskaya and others. Main topics discussed include memory, place, nostalgia, alienation, citizenship, and various constructs of personal and cultural identity. All assignments are in English and English translation. There are no prerequisites.  
Same as L97 IAS 379  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L79 EuSt 3833 Realism and Impressionism**

An examination of the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues explored include the breakdown of academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisite: Art-Arch 112 or Art-Arch 211 or permission of instructor.  
Same as L01 Art-Arch 3833  
Credit 3 units. A&S: TH Art: AH BU: HUM

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**L79 EuSt 3838 Modern Art in Fin-de-Siècle Europe, 1880-1907**

This course examines artistic production at the turn of the century in France, Belgium, England and Scandinavia. Beginning with the re-evaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, Renoir). Considers cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: Art-Arch 112 or permission of the instructor.  
Same as L01 Art-Arch 3838  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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**L79 EuSt 3850 Paris and New York**

Topics in Comparative Literature. Subject matter will vary from semester to semester.  
Same as L16 Comp Lit 385  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L79 EuSt 3866 Interrogating "Crime and Punishment"**

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *Crime and Punishment* has inspired diverse artistic responses around the world. From the 19th century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace — or luck — play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Same as L97 IAS 3866

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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**L79 EuSt 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States**

In this multimedia, interdisciplinary course, we consider the history, theory and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th and the beginning of the 20th centuries through its late expressions in Beat culture and Pop art of the 1950s and 1960s. Dada's emergence in Zurich and New York in the midst of the First World War set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture, but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements, with substantial cross-transmission between Europe and the United States, are emphasized. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art or permission of instructor.

Same as L01 Art-Arch 3875

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L79 EuSt 3892 Modern Sculpture: Canova to Koons**

This course surveys sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period 1890–1980. A rapid traverse of Neoclassicism, Realism and the rage for statuary in the later 19th century take us to the work of Rodin and a more systematic exploration of developments in sculpture of the 20th century. Particular emphasis also is given to the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse and Bourgeois. An important theme running through the course as a whole, from an age of nationalism and manufacturing to our own time of networks and information, is the changing definition of sculpture itself within its social and political context. We also explore various new artistic practices — video, performance, installations and body art, for instance — and interrogate their relationship to sculptural tradition and innovation. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art, or permission of instructor.

Same as L01 Art-Arch 3892

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 390 Topics in Migration and Identity**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations, etc.) more generally. Students work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works and film to study migrations related to the prehistory, policies and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization and mass violence.

Same as L97 IAS 390

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L79 EuSt 396 Comintern: The Communist International's Global Impact**

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and 13 Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.

Same as L97 IAS 396

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L79 EuSt 39CJ The City in Early Modern Europe: Writing-Intensive Seminar**

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment.

Same as L22 History 39CJ

Credit 3 units. A&S IQ: HUM, WI BU: IS EN: H

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**L79 EuSt 4101 German Literature and Culture: 1750-1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Gündert, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4101

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L79 EuSt 4102 German Literature and Culture, 1830-1914**

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization and fin-de-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4102

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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**L79 EuSt 4103 German Literature and Culture: 1914 to the Present**

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Böll, Bachmann, Grass, Wolf. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4103

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM

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**L79 EuSt 4104 Studies in Genre**

Exploration of the definition, style, form and content that characterize a specific genre. Investigation of the social, cultural, political and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings and papers in German; some theoretical readings in English. Prerequisite: Refer to German Majors section.

Same as L21 German 4104

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L79 EuSt 4105 Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on

relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4105

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L79 EuSt 415 The 19th-Century French Novel: From Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Same as L34 French 415

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L79 EuSt 4191 The French Islands: From Code Noir to Conde**

The French have been dreaming about the tropics ever since transatlantic trade became possible in the 16th century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course links these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prerequisite: French 325 and French 326. One-hour preceptorial required for undergraduates.

Same as L34 French 4191

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L79 EuSt 422 Europe, Questions of Identity and Unity**

Nation-states and their cultures have been changed by globalization. Within this process, continentalisation has played an important role. The European Union is only half a century old, but continental unity has been discussed and demanded by European writers and thinkers for hundreds of years. We will read essays on Europe (its identity, its cultural diversity and its cultural roots, contemporary problems, and future goals) by writers like Coleridge, Madame de Staël, Novalis, Chateaubriand, Heine, Nerval, Hugo, Thomas Mann, Ernst Jünger, T.S. Eliot, Klaus Mann, de Madariaga, Kundera, Enzensberger, Frischmuth, and Drakulic; we will discuss studies reinventing Europe by philosophers like the Abbé de Saint-

Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we will deal with the mythological figure of Europa and her resurrections in the world of art; we will study the Nazarene painters of the early 19th century in Rome and will discuss portraits of Bonaparte by French painters of the time. Comparative Literature students will meet with the instructor for an additional two hours per month.

Same as L97 IAS 422

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: BA EN: H

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**L79 EuSt 4224 The 1904 St. Louis World's Fair: German and Austrian Art Exhibited**

The St. Louis World's Fair of 1904 (The Louisiana Purchase Exposition) was one of the greatest events of its time. At the beginning we will deal with the historical development that lead to the purchase of the Louisiana Territory in 1803, will review the developments of World's Fairs since 1851 and will have a look at the grand dimension of the 1904 World's Fair (connected with the Olympic Games). Of central importance are the Art Exhibits from Germany and Austria with their cultural-political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition against modern movements like Impressionism caused opposition in Germany. Austria was different: In their Art Nouveau Pavilion they included secessionists (Hagenbund). The Wiener Werkstaetten (Vienna's Workshops) attracted a lot of attention. Different from the paintings, German Arts and Crafts represented avant-garde movements. We will visit libraries, archives, and museums in St. Louis that have World's Fair holdings. The seminar is for advanced undergraduate students but beginning graduate students can take it with permission of the instructor. Course conducted in English. May not be taken for German major or minor credit.

Same as L97 IAS 4224

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L79 EuSt 4225 European Utopian Settlements in the American Midwest (1814-1864): Diversity and Antislavery**

During the first part of the 19th century, a number of utopian visionaries from Europe (Germany, France and England) tried to establish communities in the American Midwest. These colonies were based either on religious or philosophical/social ideals which could be traced back to interpretations of the Old and the New Testament or to Enlightenment principles of freedom and equality that had been propagated during the revolutions in Europe of 1789, 1830 and 1848 which in turn had been influenced by the American war of independence. These groups showed strong antislavery convictions. The Midwest was chosen since the areas in the vicinity of the confluence of the Mississippi and the Missouri were seen as open to new social experiments. Part of the seminar are field trips to the St. Louis-based Missouri History Library as well as to the St. Louis Public Library and one-day excursions to New Harmony in Indiana, Nauvoo in Illinois, and to small towns in Warren County, Missouri.

Same as L97 IAS 4225

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L79 EuSt 4244 19th- and 20th-Century French Poetry**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Same as L34 French 424

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L79 EuSt 4280 The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millenia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We will read novels by Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Same as L36 Ital 428

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD Art: HUM EN: H

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**L79 EuSt 430 Divergent Voices: Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No final.

Same as L36 Ital 430

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD EN: H

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**L79 EuSt 432 Divergent Voices: Italian Women Writers**

This course examines select novels, poetry and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro and Anna Banti. Special attention is paid to the historical, political and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD Art: HUM

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**L79 EuSt 433 Literature of the Italian Enlightenment**

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Same as L36 Ital 433

Credit 3 units. A&S: TH, WI Art: HUM

**L79 EuSt 437 Caffe, Cadavers, Comedy, and Castrati: Italy and the Age of the Grand Tour**

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the 18th century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We explore 18th-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches and universities are part of the standardized itinerary we follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, also is a point of interest in our travels. Through primary and recently published secondary sources we also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prerequisite: at least one 300-level literature course. Readings in Italian or English.

Same as L36 Ital 437

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD BU: HUM EN: H

**L79 EuSt 4382 Aesthetics**

Same as L16 Comp Lit 438

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

**L79 EuSt 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Same as L22 History 4442

Credit 3 units. A&S: TH, CD

**L79 EuSt 4481 Writing Culture**

Different ways of writing about people, culture and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Same as L48 Anthro 4481

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

**L79 EuSt 4485 Topics in Irish Literature I**

Topics course in Irish literature.

Same as L14 E Lit 4485

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L79 EuSt 4492 The Irish Literary Revival**

The class will study major writings by Oscar Wilde, W.B. Yeats, J.M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W.I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Same as L14 E Lit 4492

Credit 3 units. A&S: TH

**L79 EuSt 4560 English Novel of the 19th Century**

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy.

Same as L14 E Lit 456

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

**L79 EuSt 458 Major Film Directors**

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course explores the art of film direction. We learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. Required screenings.

Same as L53 Film 458

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

**L79 EuSt 4615 Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we look at the caricatural traditions in France and England from the late 18th-century through the early 20th century. Special emphasis is placed on visual satire as a vehicle for social and political critique, on theories of humor (particularly Baudelaire and Bakhtin), and the development of a mass market for this imagery. Other figures discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University, as well as collections available for study in Olin Library and at the St. Louis Art Museum. Prerequisites: Art-Arch 112 or Art-Arch 211, or a 300-level course in modern European history or literature, or permission of the instructor.

Same as L01 Art-Arch 4615

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 4720 19th-Century Spanish Novel**

Departing from writings on realism by both 19th-century European writers and more contemporary literary theorists, the course carries out a critical reappraisal of the notion of "realism" in the 19th-century Spanish novel. Texts covered include selected works of Benito Pérez Galdós, Leopoldo Alas (Clarín), and Emilia Pardo Bazán that represent different periods of their literary trajectory. Daily readings and discussions focus on issues such as: the "reality effect"; the poetics of detail; naturalism in the Spanish context; the aesthetics of beginnings and endings; gender and consumption; fin-de-siècle crisis of gender ("New Women" and emasculated men); the problem of modernity; and the intersections of gender, class and national identity. These critical issues are situated in the context of theoretical discussions on the complex, and often ambivalent, function of realist discourse in Spanish fin-de-siècle culture and society. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Same as L38 Span 472

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L79 EuSt 475 Screening the Holocaust**

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen — its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings.

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L79 EuSt 4770 Cosmopolitan and Native Modernisms: The U.S. and Europe Between the Wars**

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, it begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism in the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, linked to a search for roots, on the one hand, and on the other, to a desire for forms of spatial and social mobility. Comparing "homegrown" and expatriate experience, we consider divergent attitudes toward identity, gender, nation, time and nature, analyzing these two

fundamental responses to modernity in relation to one another. Prerequisites: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art; one 300-level course in art history preferred; or permission of instructor.

Same as L01 Art-Arch 4770

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 4816 Art and Culture in Fin-de-Siècle Europe**

An examination of painting, photography and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac) and Art Nouveau. Thematics include urban leisure and cafe culture; the agrarian ideal; the promises and threats of science and technology; the lure of the primitive; and the impact of nationalism and feminism on the arts. Prerequisites: Art-Arch 211; any 300-level course in 19th-century art, literature or history; or permission of instructor.

Same as L01 Art-Arch 4816

Credit 3 units. A&S: TH Art: AH

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**L79 EuSt 4854 Gauguin in Polynesia: the Late Career**

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siècle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early 20th century. Readings range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to postcolonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We visit the Saint Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. Prerequisite: at least one upper-level course in modern art history, or permission of the instructor.

Same as L01 Art-Arch 4854

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 4856 French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Same as L01 Art-Arch 4856

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L79 EuSt 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000**

This seminar examines film and modern art within the framework of "Orientalism" Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice

in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam*, and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings. 3 credits

Same as L53 Film 485

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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#### L79 EuSt 4860 20th-Century Spanish Novel

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Same as L38 Span 486

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L79 EuSt 4861 Paul Gauguin in Context

An examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu in which he worked in France and Polynesia. Readings will include the artist's writings, studies of avant-garde culture and primitivism in fin-de-siècle France, and postcolonial theory. Special emphasis will be given to the relationship of the artist and his work to indigenous Polynesian and French colonial cultures of the 1890s. Prerequisite: Art-Arch 211, or any 300-level course in art history, or permission of instructor. Reading knowledge of French useful, but not required.

Same as L01 Art-Arch 4861

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L79 EuSt 4864 Exoticism and Primitivism in Modern Art

An interdisciplinary investigation of the development of exoticism and primitivism in European and American art from the Enlightenment to World War II. Topics include exoticist representations of non-Western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of fin-de-siècle primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Picasso and Matisse. Prerequisites: any 300-level course in art history and permission of the instructor.

Same as L01 Art-Arch 4864

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L79 EuSt 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these

artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the Saint Louis Art Museum. Other key artists include Degas, Morisot, Renoir and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.

Same as L01 Art-Arch 4867

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: AH EN: H

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#### L79 EuSt 4869 Reading War and Peace

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's *War and Peace* in its entirety. Set during the Napoleonic wars (1805-1812), *War and Peace* takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for *War and Peace* and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.

Same as L97 IAS 4869

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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#### L79 EuSt 4878 Cold War Cultures, United States and Europe, ca. 1945-1955

This seminar examines the art worlds that emerged in France and Germany after the end of World War II, and the ensuing dialogue with the United States, newly established as the most influential center for art and culture. We consider the social and political conditions of the postwar years, along with the aesthetic, cultural, and philosophical reactions to the devastating consequences brought about by World War II. We pay particular attention to the intellectual and ideological debates that would — by 1949 — give rise to the extreme polarities between East and West, democracy and communism — in short, the confrontations that distinguish the Cold War. Artists such as Jackson Pollock and Willem de Kooning in the United States, Hans Hartung and K.O. Götz in Germany, and Jean Fautrier and Alberto Giacometti in France will be examined, as well as the broader artistic movements that are known under such labels as Abstract Expressionism, Informel, Tachisme, or Un art autre. Prerequisites: L01 Art-Arch 112 Intro to Western Art, L01 Art-Arch 211 Intro to Modern Art, or L01 Art-Arch 215 Intro to Modern Art, Architecture and Design; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4878

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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#### L79 EuSt 4879 Marking History: Painting and Sculpture After World War II in the US, France and Germany

This seminar focuses on the aesthetic, cultural and philosophical reactions to the devastating events surrounding World War II

and its later reception. We consider artistic developments within a network of international exchange — biennials, gallery and museum exhibitions — in which France, Germany, and the U.S. participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness, and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schuhmacher and Hans Hartung. Student research for this seminar will contribute to an exhibition being organized by the Kemper Museum of Art. Students with reading skills in German or French are encouraged. Prerequisites: L01 215 Intro to Modern Art, Architecture and Design or permission of the instructor.

Same as L01 Art-Arch 4879

Credit 3 units. A&S IQ: HUM EN: H

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#### L79 EuSt 491 Postmodernism

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students will study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganelli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis will focus on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D, or permission of instructor.

Same as L36 Ital 491

Credit 3 units. A&S: TH, WI

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#### L79 EuSt 492 The Italian Detective Novel

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course will explore the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Same as L36 Ital 492

Credit 3 units. A&S: TH, WI Art: HUM

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#### L79 EuSt 4921 The Avant-Garde in Spain: Poetry/Visual Art/ Cinema

This course examines the development of the avant-garde in Spain during the two decades prior to the Spanish Civil War (1936-1939) from an interdisciplinary perspective, including poetry, the visual arts and cinema. We first study the development of the historical avant-garde through a study of four key avant-garde movements either developed by Spanish artists or taking place in Spain: Cubismo (Pablo Picasso, Juan Gris), Creacionismo (Vicente Huidobro, Gerardo Diego), Ultraísmo

(Gomez de la Serna, Cansinos-Assens, Pedro Salinas) and Surrealismo (Luis Buñuel, Salvador Dalí, Rafael Alberti, Luis Cernuda, Federico García Lorca and Joan Miró). We then analyze different connections with the historical avant-garde traceable in the work of a later generation of experimental Spanish poets and artists working under the strict censorship existing during Franco's fascist dictatorship, such as Jose Val del Omar, Joan Brossa, Antoni Tàpies, José Angel Valente, Pere Gimferrer, Jose Miguel Ullán and José Luis Guerin. We also incorporate in our discussion theoretical writings by various critics including Ortega y Gasset, Peter Burger, C. Brian Morris, and Román Gubern. Prerequisites: Span 307D, Span 308D and at least two 300-level literature/culture courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 4921

Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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#### L79 EuSt 4936 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918

Same as L16 Comp Lit 493

Credit 3 units.

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#### L79 EuSt 4945 Seminar (Comp Lit): Diverse Topics in Literature

This course may offer a variety of topics. Semester subtitle varies. It has been offered as an in-depth study of the individual through autobiographies; and as a course on visual poetics from antiquity to the present. Consult the department for further details.

Same as L16 Comp Lit 494

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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#### L79 EuSt 4952 Seminar (Comp Lit)

Seminar in Comparative Literature Studies. Topics vary. Consult Course Listings for current semester's offering.

Same as L16 Comp Lit 495

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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## Film and Media Studies

In the 21st century, as our national and global cultures become increasingly dominated by the visual in ubiquitous modes of technology-based communication, the need to become critical viewers, knowledgeable in the history of the most popular art forms of our time and possessing the analytical skills to understand and interpret mass media, is acute.

To address this need, the major in film and media studies requires the rigorous study of history and aesthetics so that students come to understand the creative force of moving image texts, whether digital, electronic or filmic. Courses examine the place of these texts in culture and how their production of meaning relates to industrial and business practices as well as to other artistic endeavors. Complementing the critical studies undergraduate curriculum in Film and Media Studies, courses in production and screenwriting provide — through acts of creation and collaboration — an understanding of the aesthetic and ethical choices that artists confront in working

with moving image-based media. Such practical experience integrates theoretical and historical awareness to further enhance students' understanding of the ways in which visual culture makes meaning with established and emergent technologies in contemporary society. This major will benefit any student interested in gaining an intellectual perspective on the relationship between art and technology, culture and industry, history and theory. This major trains students in rigorous analytical thinking and provides them with research skills and historical knowledge that will assist them in becoming effective participants in the mediated culture of the 21st century.

The program of Film and Media Studies' academic mission is focused on the intellectual and professional development of students, but our faculty regard educating the larger Washington University and St. Louis communities about our field of study to be another important element of our work. To that end, we are committed to sponsoring events, whether film festivals, academic lectures or symposia that further discussion of, and intellectual engagement with, all forms of moving image media.

**Contact:** Pat Hinton  
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**Website:** <http://fms.artsci.wustl.edu>

## Faculty

### Director

**Gaylyn Studlar** (<http://fms.artsci.wustl.edu/people/gaylyn-studlar>)

David May Distinguished Professor in the Humanities  
PhD, University of Southern California

### Professor

**William Paul** (<http://fms.artsci.wustl.edu/people/william-paul>)  
PhD, Columbia University

### Assistant Professors

**Colin Burnett** (<http://fms.artsci.wustl.edu/people/colin-burnett>)  
PhD, University of Wisconsin-Madison

**Diane Wei Lewis** (<http://fms.artsci.wustl.edu/people/diane-wei-lewis>)  
PhD, University of Chicago

### Senior Lecturer

**Richard Chapman** (<http://fms.artsci.wustl.edu/people/richard-chapman>)

## Majors

### The Major in Film and Media Studies

**Total units required:** 30

#### Required courses:

| Code                    | Title  | Units     |
|-------------------------|--|-----------|
| Film 220                | Introduction to Film Studies                   | 3         |
| Film 225<br>or Film 352 | Making Movies<br>Introduction to Screenwriting | 3         |
| Film 330                | History of American Cinema                     | 3         |
| Film 340                | History of World Cinema                        | 3         |
| Film 350                | History of Electronic Media                    | 3         |
| Film 420                | Film Theory                                    | 3         |
| <b>Total Units</b>      |  | <b>18</b> |

#### Elective courses:

In addition to these required courses, students must take 12 credits in advanced electives (300 or higher). All students must take one 3-credit elective that focuses on a national cinema other than that of the United States. Additionally, all students must take one 3-credit critical studies elective at the 400 level or above. A 400-level elective in national cinema may satisfy both these elective requirements, but a total of 12 hours in electives is still required. Electives in critical studies may be drawn from courses on individual directors, genre study, limited historical periods, study of individual crafts (such as acting) and so on. Students with an interest in production may count two production and/or screenwriting courses toward the major within these 12 elective hours.

### Additional Information

**Senior Honors** (Film 499) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative GPA of 3.65, and be approved by a faculty committee.

## Minors

### The Minor in Film and Media Studies

**Units required:** 15

#### Required courses:

| Code     | Title                        | Units |
|----------|------------------------------|-------|
| Film 220 | Introduction to Film Studies | 3     |
| Film 330 | History of American Cinema   | 3     |
| Film 340 | History of World Cinema      | 3     |

|             |                             |    |
|-------------|-----------------------------|----|
| Film 350    | History of Electronic Media | 3  |
| Total Units |                             | 12 |

**Elective courses:**

In addition to required courses, students must also take a 3-credit advanced elective (300-level or above) course to complete the minor.

## The Minor in Global Film and Media Studies

**Units required: 15**

**Required courses:**

| Code        | Title   | Units |
|-------------|---|-------|
| Film 220    | Introduction to Film Studies (offered every fall) | 3     |
| Film 340    | History of World Cinema (offered every fall)      | 3     |
| Total Units |   | 6     |

**Elective courses:**

**A.** Two courses (3 credits each) at the 300 or 400 level dealing with national or regional cinemas such as:

Film 376 French New Wave, Film 329 Italian Neorealism, Film 325 French Film Culture, Film 320 British Cinema: A History, Film 328 History of German Cinema, Film 349 Media Cultures, Film 431 Renegades and Radicals: The Japanese New Wave, Film 323 The Cinema of Eastern Europe in the Cold War Era, Film 444 Topics in Chinese Language Cinema, or a course in Anime.

**B.** One course (3 credits) at the 300 level or higher that analyzes film or moving image media from different countries or parts of the world. Choices in this category include:

Film 432 Global Art Cinema, Film 341 Transnational Cinema(s): Film Flows in a Changing World, Film 366 Women and Film, Film 371 Making War, Film 443 Memory, Tears and Longing: East Asian Melodrama Film, Film 485 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000, Film 423 Histories of Media Convergence, Film 475 Screening the Holocaust, Film 319 Documentary Film and Media, Film 419 Theories of Mass Media, or courses focused on the James Bond franchise or on masters of the Avant-Garde.

**Note:** With the permission of the director of undergraduate studies, one course (3 credits) on media/film taken in another department or program at the 300 or 400 level may count toward the global media studies minor. Students should consult with their FMS adviser or the FMS undergraduate studies director before enrolling in a course offered outside of FMS that they hope to count toward this minor.

## Additional Information

Elective courses change every academic year, so please visit our website (<http://fms.artsci.wustl.edu>) for current course listings.

Internships and independent study do not count toward any FMS minor.

## Courses

Visit online course listings to view semester offerings for L53 Film (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L53&crslvl=1:4>).

### L53 Film 110 Freshman Seminar: Race and Ethnicity on American Television

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course attempts to chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required screenings. Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

### L53 Film 112 Freshman Seminar: Race and Ethnicity in American Cinema

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class looks at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multiculturalism as a central factor in the stories told and the telling of stories on the American screen. Students use film texts to develop a critical understanding of one of the most important issues in American history. Required screenings. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

### L53 Film 114 Freshman Seminar

Enrollment limited to freshman. Topics vary, consult current semester Course Listings for current topic. Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

### L53 Film 115 Freshman Seminar: Reality on Screen

This course explores the complex relationship between moving images and ideas of the real in both movies and television. It explores theories of representation, surveillance, authenticity, truth and realism in this context. From the earliest "actuality" films to the recent phenomenon of reality television programming, it asks if screen images capture what is "really" happening in front of the camera or if conventions of representation, genre and narrative mediate the reality of these images. More significantly, it inquires into why such questions

matter. At issue is the role that moving images on both the big and the small screen have in our understanding of the world as it is and ourselves as we experience it.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L53 Film 116 Freshman Seminar: Cult TV: Critical Approaches to Fans and Fictions**

What do such disparate television series as *Dr. Who*, *Star Trek*, *The Avengers*, *Monty Python's Flying Circus*, *The X-Files*, *Buffy the Vampire Slayer*, *Xena: Warrior Princess* and *Sealab 2021* have in common? They all attract loyal audiences, stimulate "subcultural" sensibilities, lend themselves to "textual poaching," and thus qualify as examples of "Cult TV," a term that has become increasingly salient within critical studies of the medium. In this course we explore the subject of cult television from a variety of social, cultural and thematic perspectives, so that by the end of the semester students have gained a deeper understanding of its historical importance as a barometer of both popular and oppositional tastes. We examine how these and other examples of genre-based network and cable programming complicate distinctions between lowbrow and highbrow tastes while sustaining worldwide "interpretative communities" years after their original air dates. Students also examine the importance of syndication, home video technologies, ancillary markets, publishing and the internet in the construction of fan cultures. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L53 Film 117 Freshman Seminar: Asians in American Film**

This course surveys the history of Asian representations in American cinema from the silent period to the contemporary era. Throughout the semester we focus on images of Chinese, Japanese, Koreans, Filipinos and Vietnamese that have become most ingrained in American popular culture over the past century, from Fu Manchu and Madame Butterfly stereotypes popular during the classical studio era to more recent reconfigurations of racialized imagery in Jackie Chan and Jet Li films. We also examine selected works by Asian-American independent writer-directors; films and videos such as *Chan is Missing*, *History and Memory*, and *Better Luck Tomorrow* that challenge the stereotypes and normative tropes of "Orientalism" still permeating mainstream media. Students are asked to frame textual analyses of key films (such as *The Cheat*, *Daughter of Shanghai*, *Battle Hymn*, *Flower Drum Song*, and *Enter the Dragon*) within various political, social, cultural and industrial contexts (e.g., anti-Asiatic immigration and labor policies; U.S. foreign policies; the practice of "yellowface"; censorship codes; wars in East and Southeast Asia; anti-miscegenation laws; grassroots campaigns to stem the tide of stereotypes and hate-crimes; etc.).

Credit 3 units. A&S: TH EN: H

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**L53 Film 118 Freshman Seminar: Mr. Kiss Kiss Bang Bang: James Bond in Film, Literature and Popular Culture**

Originally a character in Cold War spy literature, James Bond has emerged as an international pop culture phenomenon. In this course, we explore the evolution of James Bond from Ian Fleming to the "spy" parodies in international cinema. We read several of Fleming's novels and short stories, including *Casino Royale* (1953), *Octopussy* (1966) and *The Property of a Lady* (1967), and discuss these texts in light of post-war spy literature. We screen numerous Bond films, and compare and contrast James Bond the literary and cinematic character, how Bond emerged as a franchise hero through the vision of

producers Harry Saltzman and Albert "Cubby" Broccoli, and critical aspects of the film franchise, including its storytelling roots in Hollywood serials, its use of gadgets and special effects, and the role of stardom in their marketing (Sean Connery, Ursula Andress, Roger Moore, Madonna, Pierce Brosnan and Daniel Craig). Finally, we explore the re-envisioning of Bond in various media and art forms in global popular culture, including music, DC and Marvel Comics, games, children's television and in Asian cinema (Stephen Chow's 1994 *From Beijing with Love*). Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L53 Film 119 Freshman Seminar: Anime as Popular Culture**

In the contemporary media landscape, film, television, games, publishing, and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan "cool" and its avid consumer cultures cover: animation aesthetics and technology; media convergence; anime fan cultures; science-fiction and remaking the body, history, and identity through global media. No prerequisites. Enrollment limited to 15 college freshmen. In addition to class meetings, there is a mandatory weekly scheduled screening.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L53 Film 120 Freshman Seminar**

Enrollment limited to freshmen. Topics vary, refer to current semester course listings for current topic.

Credit 3 units. A&S IQ: HUM

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**L53 Film 121 Freshman Seminar: Youth Culture and Visual Media**

Since the advent of cinema through the recent development of online social networking, visual media in the United States and around the world have been identified with a market of youthful consumers and producers. This course looks at the development of youth culture in the United States and its unique relationship to visual media, including film, television, comic books, video games and the internet, in the 20th and 21st centuries. We examine youth culture as a social phenomenon generated by the young, a means of representing the experience of being youthful, and as part of the ongoing debates over the effects of media on the young. As alternately mass culture, popular culture, counter culture and participatory culture, youth culture holds a privileged place in the history of American visual media and continues to influence production and innovation within the media marketplace.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L53 Film 200 Special Projects**

This course is intended for freshmen and sophomores who wish to register for internships. Students must receive program approval prior to beginning the internship. Please consult the program guidelines governing internships.

Credit variable, maximum 3 units.

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### L53 Film 220 Introduction to Film Studies

How do film images create meaning? What are the tools the film artist uses to create images? This course introduces students to basic techniques of film production and formal methodologies for analyzing film art. Students learn the essential components of film language — staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses — to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in film and media studies. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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### L53 Film 225 Making Movies

This course introduces the core concepts and skills for producing dramatic narrative film and video, building on the Hollywood paradigm. No previous technical experience is required, but students should have taken or be concurrently enrolled in Film 220. This course teaches students how films are put together to tell stories, negotiating between the possibilities of cinematic language and the practicalities of working with machines and other people. In order to develop an understanding of filmic narration, students learn the basics of camera operation, lighting, digital video editing, sound design and recording, casting and directing actors, visual composition and art direction, and production planning and organization. These concepts are put into practice through a series of exercises culminating in a creative, narrative short digital video. This course fulfills the prerequisite for 300- and 400-level video and film production courses in Film and Media Studies and the production requirement in the FMS major. Admission by wait-list only. Prerequisite: Film 220.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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### L53 Film 310 Video Production

An advanced course exploring the creative and technical aspects of video production. Students sharpen their knowledge of cameras, directing, lighting, sound recording, nonlinear systems and narrative structures. In addition to acquiring a theoretical understanding of the production process, students gain practical experience by producing, outside of class time, a short project reflecting their visual and conceptual maturity. Prerequisite: Film 230 Moving Images and Sound or permission of the instructor.

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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### L53 Film 311 Documentary Production

In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop and cinema vérité, this course offers students the opportunity to produce a short documentary piece on the topic of their choosing. Aesthetic and ethical issues are explored by considering the overall methodology in terms of subjectivity, content, structure and the possible usage of music and/or voice-over. For the sake of completing the project in time, it is recommended that students be familiar with the subject matter of their investigation before taking the course. Prerequisite: Film 230 Moving Images and Sound or permission of the instructor.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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### L53 Film 319 Documentary Film and Media

From movie screens to cell phones, moving images that "document" life have never been more ubiquitous. What do these images tell us about the relationship between representation and

reality? How have film and media makers used moving images to represent major cultural, political, and social upheavals as well as communicated an understanding of everyday life? To answer these questions, this course will survey the rich, vibrant legacy of documentary filmmaking as well as demonstrate its ongoing artistic and cultural relevance to newer media. We will examine key modes of documentary film while contextualizing the historical development of these forms within aesthetic, industrial, and political factors. We will also consider ethical issues in filmic representation, especially in relation to the ethnographic tradition. In addition to considering the work of documentary pioneers — including Robert Flaherty, John Grierson, Frederick Wiseman, and Errol Morris — we will look at contemporary developments such as podcasting and serialized online documentary. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA

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### L53 Film 320 British Cinema: A History

In cinema, as in politics, Britain is caught awkwardly between America and Europe, never quite knowing how to position itself. Should it try to compete seriously with Hollywood, or develop a smaller-scale and more distinctive national cinema on the French or Swedish model? This uncertainty has commonly been seen as a weakness but it can be seen, conversely, as a strength, fostering a rich diversity and complexity both in the output overall and in the work of key British filmmakers such as Michael Powell, David Lean and, in the first half of his career, Alfred Hitchcock. This course traces the fortunes of British cinema from its lively beginnings through a switchback history of slump and recovery, giving equal attention to the work of high-profile directors such as Hitchcock and to important genres such as 1930s documentary, Ealing comedy and Hammer horror. A continuing theme is the complex economic relationship between British cinema and Hollywood: co-productions, trade barriers, the drain of talent to Hollywood, and the intermittent success of British films such as *The King's Speech* in the American market. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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### L53 Film 322 Contemporary East Asian Cinema

This course focuses on films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past three decades. Students examine how the global/local geopolitics specific to the post-Cold War period, the passing of authoritarian regimes, the boom and bust of the Asian economy, and international film festivals have influenced the shaping of New East Asian cinemas across borders. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L53 Film 323 The Cinema of Eastern Europe in the Cold War Era

This course has two objectives. On the one hand, we watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L53 Film 324 History of Chinese Cinemas: 1930s-1990s**

This course offers an overview of Chinese cinemas, including those of Mainland China, Hong Kong and Taiwan, over the 20th century. We study major trends such as the left-wing filmmaking in the 1930s, the Maoist revolutionary narratives, Taiwanese healthy realism, the New Cinemas of the three regions, and contemporary transnational productions. Major topics include urban modernity, gender formation, national and transnational cinemas within specific historical contexts. All films come with English subtitles. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L53 Film 325 French Film Culture**

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course offers an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the '30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the United States, and the broader appeal of recent hypervisual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course is on French cinema, we also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms are introduced but no prior knowledge of the language is expected. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L53 Film 326 Samurai, Rebels and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L53 Film 328 History of German Cinema**

This course explores the major developments of German cinema throughout the 20th century. More specifically, this course engages with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics include the

political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention is given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings.

Credit 3 units. A&S: TH BU: IS EN: H

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**L53 Film 329 Italian Neorealism**

This course explores the visual language of one of the most influential film movements of the 20th century. We concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of filmmakers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L53 Film 330 History of American Cinema**

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course examines both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L53 Film 331 The New Hollywood Cinema**

This course examines the history of film culture and the film industry in the United States since the end of the classical Hollywood studio system. It pays special attention to the period of auteur-centered filmmaking in the 1970s. During this time, the end of the production code, the financial crisis of the industry, the unparalleled influence of European New Wave and Art films, and the introduction of the first generation of film school graduates (the so-called "movie brats") all combined amidst the tumultuous cultural politics of such movements as the counterculture, civil rights and second-wave feminism to form a film-historical moment often called the Hollywood Renaissance. This brief period was soon followed by a newly reinvigorated Hollywood industry focused on the high-concept blockbuster. Such rapid transformations in the practice and nature of American film not only continue to influence commercial filmmaking today but also continue to shape our understanding of the role of authorship, genre and ideology within Hollywood. The course considers films of the New Hollywood in the context of tensions between radicalism and populism, progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings.

Credit 3 units. Art: HUM BU: HUM

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**L53 Film 333 Making Movies II: Intermediate Narrative Filmmaking**

In *Making Movies II*, students advance their skills in filmmaking through a series of exercises and individual short films culminating in a final narrative project shot in high definition digital video and edited in Final Cut Pro. With faculty guidance and working in groups, students collaborate in producing a narrative film that is a minimum of 10 minutes in length, following three-act structure and involving elements of motivation, conflict and resolution. In addition to this structured approach to content, students are encouraged to achieve a unified aesthetic approach to picture and soundtrack that reinforces/enhances the meaning of their final projects. The course develops student skills through lectures, demonstrations, in-class screening of excerpts and critiques. Topics covered include idea development, preproduction planning, directing actors, composition, lighting and editing. Students are required to assist other students in their productions and attend all classes. Admission by waitlist only. Prerequisite: Film 220 and Film 225 or 230.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L53 Film 336 Cinema and Ireland**

Like many other Anglophone and Francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing "imperial" power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the filmmakers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates — not simply Irish Cinema — it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required screenings.

Credit 3 units. A&S: LA, CD A&S IQ: LCD BU: IS EN: H

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**L53 Film 340 History of World Cinema**

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film-producing nations of Western Europe, this course considers the development of various national cinemas in Europe, Asia and Third World countries. The course seeks to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course considers how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM, IS

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**L53 Film 341 Transnational Cinema(s): Film Flows in a Changing World**

Across a century of extreme nationalism, Cold War imperialism and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally," focusing on recent theories of modernism, globalization and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We also look at how new technologies of production, distribution and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis are used to complement industrial studies of how transnational flows have come to define contemporary audiovisual media practices. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM, LCD BU: IS EN: H

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**L53 Film 345 Sexual Politics in Film Noir and Hard-Boiled Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L53 Film 346 From Golden Age to Wasteland: U.S. Television in the 1950s and 1960s**

How did television become the dominant news and entertainment medium of the second half of the 20th century? How did the medium come to define itself and American identities in the post-WW II era? In an era where various social movements began to lay claim to the cultural center, why did "mad men" eventually give way to magical women and fantastic families? This course examines the cultural, industrial and aesthetic changes in U.S. television broadcasting during a

time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L53 Film 349 Media Cultures

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L53 Film 350 History of Electronic Media

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention is paid to other national industries, the chief focus of the course is on electronic media in the United States to determine, in part, the transformative role they have played in the cultural life of the nation. The course explores the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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### L53 Film 352 Introduction to Screenwriting

Writers explore the various elements, structures and styles used in crafting a motion picture screenplay. They experience this process as they conceive, develop and execute the first act of a feature-length script. Writers create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers are encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class also explores the general elements of theme, genre and voice. A more specific examination of mechanics, the nuts-and-bolts of story construction, plotting, pacing, etc. follows to support the ongoing writing process. In-class exercises aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work is shared and discussed regularly in class. Screening of film scenes and sequences provides students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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### L53 Film 353 Writing Episodic Television

This class focuses on all the factors that go into preparing and writing an episode for a network TV series (dramas only). Students begin with a "pitch" (verbally or in short outline form)

for an idea for a show currently on a network schedule. Once the "pitch" is accepted, the student then completes a "beat sheet," and ultimately a spec script that can run from 62 to 75 pages. Two drafts of the script are required. During the course of this process, students also learn how to research their narrative premises by contacting legal, medical and law enforcement experts in order to guarantee the accuracy of their scripts. In addition to learning the actual writing process, students are expected to watch several television shows and to read books, scripts and industry trade papers as they pertain to the craft and business of television writing. Finally, students also meet agents, producers, directors and other television industry professionals in order to gain their insights into the scriptwriting process and to gain a more global view of the steps involved in bringing their ideas to the screen.

Credit 3 units. A&S: LA BU: HUM EN: H

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### L53 Film 356 Television Culture and Cult TV: Critical Approaches to Fandom

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a "repli-car" of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course engages with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class combines close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney & Lacey* to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators and critics. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L53 Film 357 Quality Television and the "Primetime Novel"

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as "Quality Television." The class surveys the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course analyzes the textual features that have come to signify narrative complexity and aesthetic sophistication. We examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show*

to *Hill Street Blues* and *Cagney & Lacey* to *Northern Exposure* as well as more contemporary broadcast and cable fiction such as *Lost*, *The Wire* and *Mad Men*. In addition, students are expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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### L53 Film 358 Combat Movie Music and Sound after Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films — action movies with a message for adult audiences — the course examines 35 years of Hollywood representations of World War II, the Vietnam War, the Gulf War and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image are set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker* and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisite: none.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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### L53 Film 359 The American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the 1930s, '40s and '50s. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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### L53 Film 360 The History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L53 Film 361 Film Sound

Although film critics and theorists tend to think of cinema as a "visual art," this shorthand description of the medium overlooks the importance of film sound in cinematic storytelling. This course is intended to provide a general overview of the way in which film theorists have treated the issue of sound in the

cinema. Among the issues addressed in the course are: the contribution sound technology and practice make to film form; the various possible formal relationships between sound and image; the effects of sound technologies on notions of realism and verisimilitude; the importance of sound to particular genres, such as the horror film; and lastly, the role of sound in film spectatorship. The course also showcases the work of the most important sound stylists in film history, such as Fritz Lang, Orson Welles, Alfred Hitchcock, Robert Altman and David Lynch. Required screenings.

Credit 3 units. A&S: TH

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### L53 Film 363 Video Post-Production

While post-production of the soundtrack has been around for years, post-production of the "visual track" has increasingly become a major phase in the video and movie-making process. It often allows filmmakers to enhance existing footage with potentially dazzling results. As in all our production courses, we are concerned with developing strong content. The focus is not on special effects per se, but rather on how they may be used to enhance the message. Students find a nonprofit organization of vital importance in need of exposure and produce a Public Service Announcement to be broadcast. Key post-production software such as Comotion, AfterEffects and Motion are explored throughout the semester. Prerequisite: Film 230 Moving Images and Sound or consent of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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### L53 Film 366 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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### L53 Film 370 American Horrors

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestigious literary adaptations such as *Dr. Jekyll and Mr. Hyde*, the horror film began as a low-class genre, a notch above exploitation movies. In the 1970s and 1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers such as George Romero and David Cronenberg. By a chronological survey of the American horror film, this course explores how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course includes analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style is required. Prerequisite: Film 220. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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### L53 Film 371 Making War

This course examines the cinematic representation of war. Using World War II as a case study, students examine a series of combat pictures, documentaries and "home front" films from the 1940s to the present. Several key questions guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the semester, students partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the "War on Terror." Films include: *The Boat*, *Saving Private Ryan*, *The Thin Red Line*, *Why We Fight* and *Mrs. Miniver*. Readings include works by Susan Sontag, Kaja Silverman and W.G. Sebald. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L53 Film 376 French New Wave

French cinema from 1958 to 1968 offered La Nouvelle Vague or The New Wave, one of the most innovative, influential and critically discussed movements in film history. The New Wave marked a major turning point in the relationship between film, thought and politics in France, as well as a unique bridge between art cinema and pop culture. Speaking for more than just the youth generation of its own country, it had a major influence on new approaches in subsequent European, American and Asian cinemas. This course offers a detailed look at the social values, artistic motivations and aesthetic experiments embodied in the French New Wave through the films of Jean-Luc Godard, Agnès Varda, François Truffaut, Alain Resnais, Claude Chabrol, Eric Rohmer and others, positioning their work within the larger social, political and cultural environment of this period. As many of these directors collaborated as filmmakers and also were active as film critics and theorists, this class provides a unique insight into the overlapping between visual theory and practice, film and other media, culture and society. Weekly screening required.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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### L53 Film 379 Expressionism in Theater and Film

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction, and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we will consider its cultural, political, and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Same as L15 Drama 379

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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### L53 Film 419 Theories of Mass Media

This course explores theories of the mass media with an emphasis on television as well as its convergences with other media and computer technologies. It starts by examining theories that posit the media as instruments of societal maintenance or transformation and then examines the ways in which various theorists have refined or rejected elements of

these theories in a quest for both specificity and complexity. In particular, the course examines media and cultural studies' attempts to synthesize critical paradigms ranging from political economy to semiotics to feminism. The course concludes with an examination of the challenges and opportunities posed to theorizations of the mass media by contemporary circumstances such as media conglomeration, niche marketing and microcasting, and global flows of information, capital and people. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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### L53 Film 420 Film Theory

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey and Fredric Jameson. Required screenings.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM

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### L53 Film 421 Film Historiography

This course is a seminar on the writing of film history for advanced students. Through an engagement with the historiographical writings of scholars, such as Dominic LaCapra, Hayden White and Michel Foucault, students gain an understanding of various genres of film historical writing, an appreciation for the kinds of research that film historians do, and a familiarity with the ways in which film historians delimit their field of study, form research questions and develop hypotheses. In addition to reading and classroom discussions, students are expected to write a fairly lengthy paper (17 to 20 pages) that involves original historical research and the close examination of trade press, professional journals, fan magazines and news articles. As preparatory assignments leading up to the final project, students also prepare project descriptions, bibliographies and outlines that are shared and discussed in a workshop format.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L53 Film 422 Film Stardom, Performance and Fan Culture

This course focuses the Hollywood star system. We explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans or spectators. We examine the performance element of stardom and its relationship to genre, style and changing film technology. Also of concern is how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis is placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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**L53 Film 423 Histories of Media Convergence**

Entertainment and communications forms combine and blend, and they have done so across millennia. However, the phenomenon of media convergence has taken on a special salience over the last one-and-a-half-centuries, as exemplified by the growing intermixture of film, radio, television, gaming and the internet. In particular, critics, consumers, politicians and producers used convergence as structuring principle in understanding, regulating and planning for the future of media culture. This course engages with contemporary worries and enthusiasms about convergence by considering the specific conditions in which the phenomenon has been understood and practiced. Tracing a historical arc through the 20th century, we first examine convergences of radio and film, film and music publishing, television and film exhibition, and disparate corporate entities as basis for understanding more recent media combinations. Building on that foundation, the majority of the course consists of case studies of media convergence since 1980, considering it in terms of industry, technology, regulation and audiences. These case studies also provide students with a survey of and inquiry into questions of historiographic theory and method. Note: This course satisfies the history and historiography requirement for the FMS Graduate Certificate. Required screenings.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L53 Film 424 Broadcasting Equality: Radio, Television, and Social Change in Postwar America**

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African-American civil rights leaders often worked together to combat intolerance, bigotry and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *New World A-Coming*, *Amos 'n' Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Credit 3 units. A&S IQ: HUM

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**L53 Film 430 Clown Princes**

"Dying is easy, comedy is hard," runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carrey and Eddie Murphy. Work for the course

requires reading in comic theory and analytical essays. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L53 Film 431 Renegades and Radicals: The Japanese New Wave**

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio and others. No knowledge of Japanese necessary. Required screenings.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L53 Film 432 Global Art Cinema**

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War II combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L53 Film 443 Memory, Tears and Longing: East Asian Melodrama Film**

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an effect and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese-, Korean-, and Chinese-language productions with key critical texts in melodrama studies. We see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We examine melodrama's complex ties to modernity, tradition and cultural transformation in East Asia; special emphasis is placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we also consider a range of approaches for thinking about the aesthetics and politics of emotion. No

prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L53 Film 444 Topics in Chinese Language Cinema

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong Kong or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound) or issues (the relationship of film to literature, specific cultural movements or political events). Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L53 Film 450 American Film Genres

By close examination of three or four specific types of film narratives, this course explores how genre has functioned in the Hollywood mode of production. Students gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study are chosen from the Western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film and others. In addition to film showings, there are readings in genre theory as well as genre analyses of individual films. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L53 Film 451 American Television Genres

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers and creative professionals. Investigating genres ranging from the soap opera to the Western, workplace situation comedies to sports, and game shows to cop shows, this course explores the role of genre in the production, distribution and reception of American television. Students gain a critical understanding of genre theory and key arguments about the form and function of television texts; they develop a set of tools for analysis of televisual narrative and style; the social uses and meanings of genre; the institutional practices and presumptions of the American television industry; and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence and globalization. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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#### L53 Film 452 Advanced Screenwriting

This course is intended for students who already have taken Film 352 Introduction to Screenwriting. Building on past writing experiences, students explore the demands of writing feature-length screenplays, adaptations and experimental forms. Particular attention is paid to the task of rewriting.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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#### L53 Film 454 American Film Melodrama and the Gothic

American film melodrama has been considered both the genre of suffering protagonists, incredible coincidences and weeping spectators as well as a mode of action, suspense and in-the-

nick-of-time rescues. In this course, we examine American film melodrama as a dialectic of sentiment and sensation that draws heavily on Gothic tropes of terror, live burial and haunted internal states. We trace the origins of film melodrama and the cinematic Gothic to their literary antecedents, the horrors of the French Revolution, and classical and sensational stage melodramas of the 19th century. In addition to the 1940s Gothic woman's film cycle, we excavate the Gothic in the maternal melodrama, the suspense thriller, film noir, domestic melodrama, the slasher film and the supernatural horror film. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L53 Film 456 Soundtrack Studies: Music, Voices, Noise

This course considers the interaction of film, sound and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Screened films include Meek's *Cutoff*, *Blow Out*, *Days of Heaven*, *Sous le toits de Paris*, *Love Me Tonight*, *Casablanca*, *Alien*, *Apocalypse Now*, *La cérémonie*, *Le Cercle rouge*, *The Pillow Book*, *The Scent of Green Papaya*, and *The Bourne Ultimatum*. The course is in seminar format. Readings from recent scholarly work on film sound and music inform class discussions of the screened films. Close analysis of how music, sound and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course is the development of specific listening skills that are useful when working in this area. Targeted writing assignments ask students to write about film sound and music from a variety of critical and historical perspectives. Prerequisites: graduate status or completion of Film 360 The History of the Film Score, or AMCS 360 or Music 328 and permission of the instructor. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L53 Film 458 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course explores the art of film direction. We learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. Required screenings.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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#### L53 Film 460 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This

is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code — miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction — could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course explores films that challenged taboos, defied censorship and caused outrage, ranging from films in the early 20th century that brought on the first attempts to control film content through to films released under the ratings system, which has exerted subtler forms of control. Required screenings.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### L53 Film 475 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen — its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

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#### L53 Film 485 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of "Orientalism." Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism and colonialism, we explore artistic practice in European photography, painting and decorative arts from 1850 to recent times and European and Hollywood film. We study how power and desire have been inscribed in Western

visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert and the mysteries of ancient Egypt. To that end, we look at artists such as Delacroix, Ingres, Gérôme, Beardsley and Matisse and screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Baghdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students study methods of visual analysis in film studies and art history. All students must attend film screenings.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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#### L53 Film 495 Special Projects

This course is intended for juniors and seniors who wish to register for internships. Students must receive program approval prior to beginning the internship. Please consult the program guidelines governing internships.  
Credit variable, maximum 3 units.

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#### L53 Film 499 Study for Honors

This course is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors and be approved by a faculty committee. Please consult the Program guidelines for application deadlines and other requirements.  
Credit 3 units.

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#### L53 Film 500 Independent Study

This course is intended for students who wish to pursue areas of study not available within the standard curriculum. In order to enroll for this course, students must have a faculty adviser and submit a contract outlining the work for the course to the Film and Media Studies office. Please consult the program guidelines governing independent study work. Opportunities for Independent Study are available to all undergraduate and graduate students working toward a degree in Arts & Sciences. Registration in an Independent Study requires sponsorship by a faculty member and approval of the Program Director. An Independent Study Proposal form can be obtained from the Film and Media Studies office. All proposals for Film 500 have to be submitted to the FMS main office no later than November 1 for spring semester enrollment and April 1 for Film 500 to be taken in the fall semester. Approval is not automatic.

The Independent Study course may be taken for 1 to 3 units per semester, depending upon the proposed work load. A total of 3 units of independent study may be counted toward the 120 units required to complete the Bachelor of Arts degree. Independent Study courses cannot be used to replace required courses for the major or to replace courses that are regularly offered in the curriculum.

## Focus

Focus is a special, year-long seminar program open only to matriculating first-year students. Several Focus programs are offered every year, each built around a seminar topic reflecting the Focus faculty member's particular area of expertise. Students in a Focus seminar frequently enroll in a companion course chosen by their professor to encourage exploration of the seminar topic from varying perspectives. A Focus program provides a coherent, group-oriented learning experience with out-of-classroom activities, while still allowing time for electives.

Focus seminars change each year and have included such topics as: Law and Society; The Theater as a Living Art; Writers as Readers; The Literary Culture of Modern Ireland; Women in Science; and Cuba: From Colonialism to Communism. Enrollment in each Focus is limited to 16 students to ensure closely-mentored, personalized instruction. All Focus programs constitute integrations and therefore fulfill one of the requirements for the Bachelor of Arts degree. Focus 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

**Stan Braude** (<http://wubio.wustl.edu/braude>)  
Professor of the Practice  
PhD, University of Michigan  
(Biology)

**Erin Finneran** ([http://english.artsci.wustl.edu/Finneran\\_Erin](http://english.artsci.wustl.edu/Finneran_Erin))  
Lecturer  
PhD, Washington University  
(English)

**Robert Henke** ([http://pad.artsci.wustl.edu/robert\\_henke](http://pad.artsci.wustl.edu/robert_henke))  
Professor  
PhD, University of California, Berkeley  
(Performing Arts)

**Dirk M. Killen** ([http://college.artsci.wustl.edu/dirk\\_killen](http://college.artsci.wustl.edu/dirk_killen))  
Associate Dean, College of Arts & Sciences  
PhD, Harvard University

**Jeffery S. Matthews** (<http://pad.artsci.wustl.edu/jeffery-matthews>)  
Professor of the Practice in Drama  
MFA, Virginia Commonwealth University  
(Performing Arts)

**Erin McGlothlin** ([http://german.wustl.edu/people/mcglathlin\\_erin](http://german.wustl.edu/people/mcglathlin_erin))  
Associate Professor  
PhD, University of Virginia  
(German and Jewish Studies)

**Chris Shaffer** (<http://wubio.wustl.edu/people/christopher-shaffer>)  
Lecturer  
PhD, Cornell University  
(Biology)

**Daniel B. Shea** ([http://english.artsci.wustl.edu/Daniel\\_Shea](http://english.artsci.wustl.edu/Daniel_Shea))  
Professor Emeritus  
PhD, Stanford University  
(English)

**Anika Walke** (<http://history.artsci.wustl.edu/anika-walke>)  
Assistant Professor  
PhD, University of California  
(History, International and Area Studies)

**Kathleen Weston-Hafer** (<http://wubio.wustl.edu/hafer>)  
Professor of the Practice  
PhD, Washington University  
(Biology)

## Majors

Focus programs are special year-long seminar programs open to freshman students. There is no major available in this area.

## Minors

Focus programs are special year-long seminar programs open to freshman students. There is no minor available in this area.

## Courses

Visit online course listings to view semester offerings for L61 Focus (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L61&crslvl=1:4>).

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### L61 Focus 103B International Public Affairs

We live in a complex, fast-paced world. Technological advances and economic interdependence bring us closer together, even as globalization creates new challenges that cannot be solved by one country alone. In this class we will examine the forces that affect competition and cooperation in a globalized world. Students will engage with influential social science literature on these topics, participate in classroom discussion, and take part in classroom activities, such as debates and policymaking simulations, to build a deeper understanding of these theories. In addition, students will work on semester-long policy projects to build practical skills in problem solving, team building and communication. This course is restricted to freshmen in the Global Citizenship program.  
Same as L97 IAS 103B  
Credit 3 units. A&S IQ: SSC

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**L61 Focus 1071 Focus: Memory and Memorialization in American Culture**

What do Americans remember, and what do we choose to forget? Who decides? And what do our ever-proliferating memorials and at times obsessive acts of memorialization say about us? In this course, we study cultural memory in the United States from the Civil War to September 11, 2001, by looking at "official" and "vernacular" forms of memorialization, including monuments, roadside crosses, temporary memorials, reenactments, museum exhibits, etc. We seek to understand not only what public acts of memorialization look like and who gets to define them, but how memory is contested or reshaped by such practices. Along the way, we ask how controversies of memory are related to competing ideas of nation, citizenship and patriotism; debates about what happened in the past; problems of cultural representation and identity; and shame and erasure of memory. This exploration focuses on "crises of memory" that have fundamentally altered American practices of remembrance. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 1072 Focus: Writing Loss, Legacy and Memory**

This class involves student writers in acts of remembrance as both a complement to the linked fall semester course Memory and Memorialization in American Culture and as an introduction to a central motive of writers in all traditions: art as a means of transcending trauma and loss, large and small. Writing in multiple genres, from essay to poetry, from reportage to memoir, we explore ways in which writers literally "come to terms" with the past, including idealization, justification and re-interpretation. The course stresses how individual experience, especially loss, can move from private meaning to public when writers can convey their experience as representative of others. It also explores the authority one assumes and creates when speaking for others. Travel to sites such as Washington, D.C., affords students an additional and exciting means of studying collective memory in a broader context that includes observing the interaction of a present-day audience. In addition to documents from field trips, course texts include examples from various genres, as well as selected readings from cultural critics and writers about writing. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 108 Focus: Constantinople, Queen of Cities: Part I**

Constantinople, the capital of the Byzantine Empire (330 to 1453), was among the greatest marvels of the medieval world. Renowned for its wealth and sophistication, the city was one of the largest urban centers in the premodern era and the model that cultures both east and west sought to surpass. In this course, we explore the evidence behind this reputation, studying the architectural, social and artistic history of the Queen of Cities. Although renamed Istanbul when conquered in 1453 by the Ottomans, its fame did not fade, and some of its most impressive monuments preserved today, stand as witness to the remarkable achievements of Byzantine culture. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L61 Focus 1081 Focus: From Constantinople to Istanbul**

This course is a continuation of the freshman Focus program, Constantinople, Queen of Cities, and is limited to those students who are completing the sequence. It is a requirement for students participating in the summer study trip to Constantinople (Istanbul). This 1-credit course expands upon material covered during the fall semester by considering the post-Byzantine

history of Constantinople, both under Ottoman rule and in the modern era. Requirements for this companion course include regular attendance, active participation, and the presentation of two oral reports on site in Istanbul, which are based on fall and spring semester research projects. Credit 1 unit. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 1503 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. Same as L97 IAS 1503. Credit 1 unit.

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**L61 Focus 160 Focus: Going Dutch: Art, Science and Discovery in Amsterdam and Beyond**

The Netherlands, despite its geographical scale, was once the most powerful and culturally thriving country in Europe. In the 17th century, the great metropolis of Amsterdam and the surrounding cities of Leiden, Delft and Haarlem burgeoned as sites of global trade, scientific innovation, and unprecedented achievements in art. The paintings of Rembrandt van Rijn, Frans Hals, Johannes Vermeer and many others embody the fascinating contradictions of a culture caught between Calvinist morals and licentiousness, lucrative commerce and fears of worldly vanity, botanical learning and the tulip craze. The remarkable invention that characterized the Dutch Golden Age led also to the microscope, the fire engine, modernized anatomical dissection, even the founding of New York City. This course surveys the history of the 17th-century Netherlands through the lens of its art and intellectual achievements, ultimately reflecting upon its legacy today. Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L61 Focus 1701 Focus: The Italian Renaissance I**

The Renaissance was one of the most dynamic and influential periods in the history of Western Europe. The Renaissance is replete with contrasts and contradictions, preserving numerous aspects of medieval thought at the same time as developing dramatic new ways of viewing, understanding and expressing the world. While these factors affected all of Europe to different degrees, it was in Italy that these trends first appeared and from which they traveled north, east and west, to influence profoundly the entire continent. This course concentrates on the Italian Renaissance in an effort to gain a panoramic view of its many aspects and the essential characteristics of each subject studied. The fall term examines geography and political entities; wars and political realignments; forms of government and their rulers; social life; manufacturing, trade and economics; the humanist movement; philosophy; the Catholic Reformation and natural sciences and medicine. The spring term concentrates on the arts: architecture, painting and sculpture, literature and music. Prerequisite: admission into The Renaissance Focus program. Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L61 Focus 1702 Focus: The Renaissance: An Introduction II**

The Renaissance saw a fundamental shift in the character and functions of the arts in Western society. This course examines the basic aesthetics and features of Renaissance literature (poetry, epic poetry, drama), plastic arts (painting, illumination, sculpture, bas-relief), architecture (both sacred and secular) and music (both sacred and secular, including dance). We examine the role of perception in the arts, the relationship of that perception to humanistic, religious and political thought, and the various ways in which the arts communicate that relationship. Credit 3 units. A&S: TH

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**L61 Focus 1703 Focus: The Republic of Venice I**

The Venetian Republic survived intact from its beginnings in the fifth century AD to the Napoleonic conquest of 1797. This course will introduce students to the unique social, cultural and artistic life of the maritime Republic known as the Serenissima. The fall semester will explore the governmental, social, religious and economic foundations of the republic together with its artistic and architectural expressions up to 1520. The spring term will trace the height of Venice's prosperity and artistic achievements through the painting of Titian, Tintoretto and Veronese, the architecture of Sansovino and Palladio, and the music of Monteverdi and Vivaldi, followed by the city's gradual decline to the tourist mecca and playground for the wealthy of Europe it became toward the end of its existence as an independent state. Credit 3 units. A&S IQ: HUM BU: IS EN: H

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**L61 Focus 1704 Focus: The Republic of Venice II**

This course will continue the study of Venetian history and culture, from the mid-16th century to the fall of the Republic to Napoleon in 1797. In addition to studying the political and economic life of the later Republic, we will focus on the impact of various social and cultural issues, such as the Reformation and the Inquisition, early Venetian feminist writers, Carnival and masking, tourism, gambling, courtesans, and the diversity of social life and activities. In the arts we will consider such subjects as Renaissance and Mannerist architecture, painting by Titian, Tintoretto, Tiepolo, Canaletto and Francesco Guardi, music by Claudio Monteverdi and Antonio Vivaldi, comedies by Carlo Goldoni, and the development of opera theater and the opera business. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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**L61 Focus 1910 Focus: Phage Hunters**

A research-based laboratory class for freshmen. 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 phages are selected for genome sequencing over winter break, and are annotated in the spring in Biol 192 Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prerequisites: high school courses in biology and chemistry, at least one at the AP or International Baccalaureate level, and 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: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L61 Focus 1920 Focus: Phage Bioinformatics**

A research-based laboratory class for freshmen. 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: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L61 Focus 201 Focus: Nationalism and Identity: The Making of Modern Europe**

This course is a reading-and-discussion seminar designed for students interested in an interdisciplinary program in history, literature and language. It covers a series of major topics in French and German history, beginning with the French Revolution and culminating in the origins of World War I. The unifying theme is the concept of the nation and development of nationalism. Major topics include Napoleon, the revolutions of 1848, and German unification; related topics include such issues as women and the concept of the nation. The seminar reads texts such as the Abbe Sieyes' *What is the Third Estate?* (in translation) and review excerpts from such films as Abel Gances's *Napoleon* and Jean Renoir's *La Marseillaise*. Credit 3 units. A&S: TH A&S IQ: HUM BU: IS

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**L61 Focus 202 Focus on French Nationalism 1789-1914: The Formation of French National Identity**

Exploration of cultural expressions and depictions of nationalism in France 1789-1914 with emphasis on literary forms — poetry, prose, drama — against the background of social and political change and in particular against the background of Franco-German relations. Course includes investigation of the use of gender to construe the nation; founding myths; the roles of men, women and the family in the nation; the importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the French vs. the German, as well as contemporary critiques of nationalism. Taught in English. Course should be enrolled as 3 units, or 4 units with trip. Corequisite: each student should enroll in the level of French language instruction that follows their fall course. Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L61 Focus 203 Focus on German Nationalism 1789-1914: The Formation of German National Identity**

Exploration of cultural expressions and depictions of nationalism in Germany 1789-1914 with emphasis on literary forms — poetry, prose, drama — but including other symbolic modes of expression, against the background of social and political change and in particular against the background of Franco-German relations. Includes investigation of the use of gender to construe the nation; founding myths; the roles of men, women and the family in the nation; the importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the German vs. the

French; as well as contemporary critiques of nationalism. Course should be enrolled as 3 units, or 4 units with trip.  
Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM Art: HUM

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**L61 Focus 206 Workshop: Readers as Writers**

In the Readers as Writers workshop, we consider the role of influence and revision in the making of a poem. While examining a wide range of poetry in both finished and draft form, we study the ways in which influence and revision bring a poem into existence and reshape its form on the page. Exercises are designed to guide the writing process, using the readings to inspire and inform our own creative work. Guiding texts include, but are not limited to, those being studied in Writers as Readers, which must be taken concurrently.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L61 Focus 2061 Workshop: Readers as Writers**

In the spring Readers as Writers workshop, we move from the consideration and creation of poetry to the consideration and creation of prose. As a transition between the two genres, we begin by reading and writing the prose poem, a hybrid form that borrows from and is influenced by both genres. We move from there toward a progressive lengthening of line and narrative as we read and write flash fiction, short stories, personal essay and memoir. Guiding texts include, but are not limited to, those being studied in Writers as Readers, which must be taken concurrently.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 2070 Writers As Readers**

Writing as a creative response to reading is examined through this seminar. Just as modern students are students of literature, so too were writers in the past students of their literary heritage. How did major English writers — Chaucer, Shakespeare, Milton, Austen, Keats and Yeats, among others — respond to what they read? Students consider the ways these writers resisted, embraced and repudiated the efforts of those who had written before them. Readings and discussions elicit each student's own creative and critical responses. As happened in the past, the reading writer is answered by the writing reader.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L61 Focus 208 Focus: Global Culture and the Individual: Intercultural Skills for the 21st Century**

The emergence of a global society continues to create vast changes in all cultures. How do these changes impact our lives and the way we view ourselves and our place in the world? Students in this Focus seminar use the study of language, culture and literature to examine how they, as individuals, relate to self, community and culture. Students also learn to apply the skills needed to live and work most effectively within the university community and beyond.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS EN: S

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**L61 Focus 2081 Focus: Global Culture and the Individual: Intercultural Skills for the 21st Century**

During the spring semester, we continue to find ways to practically apply the skills and knowledge gained during the fall semester. The course is built around projects proposed by students at the end of the fall semester. By the end of the academic year, students have gained a greater understanding of how they relate to, and affect, one another within their own immediate environment, their community, their culture and

beyond. The companion course for this Focus seminar continues as a two-semester language sequence at the student's level of proficiency as determined by a placement test.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L61 Focus 209 Focus: Wild Ethics and Environmentalism**

Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a "howling wilderness," redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating "In wildness is the preservation of the world." This course studies the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy and ecology. The spring semester includes a study of wolf reintroduction in Yellowstone National Park, including a spring break trip to Yellowstone to study wolves in the wild.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 2091 Focus: Wild Ethics and Environmentalism**

Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a "howling wilderness," redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating "In wildness is the preservation of the world." This course studies the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy and ecology. The spring semester includes a study of wolf reintroduction in Yellowstone National Park, including a spring break trip to Yellowstone to study wolves in the wild.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L61 Focus 215 Focus: The Theater as a Living Art**

Moving in and out of practice and theory, this Focus 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 into The Theater Focus program.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L61 Focus 2151 Focus: Theater Topics Course**

Companion course to Focus 215.

Credit 3 units. A&S: TH

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**L61 Focus 216 Focus: The Theater as a Living Art**

Continuation of the Focus program: The Theater as a Living Art. Topic varies by year, please consult Course Listings for a description of current offering. Prerequisite: admission to The Theater as a Living Art Focus Program.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L61 Focus 2171 Focus: 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 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 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 hear a variety of women talk about their careers. Visiting lecturers may include 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 Focus program participants, who must have concurrent enrollment in WGSS 100B Introduction to Women, Gender, and Sexuality Studies.

Credit 1.5 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L61 Focus 2172 Focus: Women in Science: Contemporary Issues**

Following the history of women in science that we explored in the fall semester, this class begins a discussion and analysis of current issues in gender and science. We look at the feminist critique of science and scientific objectivity before turning to women's careers in science. Several questions are 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 hear from a number of women scientists. Drawing from both the Danforth and Medical School campuses, our visitors include faculty members from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration, among others, who share their reflections about women and science. This course is restricted to Women in Science Focus program participants.

Credit 1.5 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L61 Focus 221 Focus in Law and Society**

The legal system has assumed a major role in contemporary American life, a role that locates it as an essential governing authority that articulates the general rights and restraints for American citizens. The Law and Society Focus centers its attention on a few of the social controversies that depict the changes and diversity in the present-day American social order. The seminar particularly spotlights issues that are associated with status of America's youth and on the privileges and restraints that our legal system extends to its young people. Regular topics for our inquiry include: students' freedom of expression, privacy in the educational environment, religion in schools, abortion rights of minor females, juvenile criminality, and affirmative action in education. Combining students' exposure to shaping the law in the abstract with the application of the law in live controversies is an important element of the year's experiences. Thus the first semester's course work exclusively involves reading major opinions of the appellate courts, while the second semester's work entails an extensive

commitment to observing the adjudication of disputes in trial courts. Prerequisite: admission to the Law and Society Focus plan.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, HUM

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**L61 Focus 222 Seminar in Law and Society**

The Law and Society Focus is designed to expose students to some contemporary legal debates in American society and to expand their understanding of those issues as they are adjudicated in our legal system. We explore these current topics within the basic liberal arts tradition, which emphasizes the view that the legal system is a social instrument for seeking a "just society." The seminar, accordingly, is an introduction to legal controversies as questions of public policies that have philosophical, social, political and economic implications, as well as legal ones. Prerequisite: admission to the Law and Society Focus plan.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: HUM EN: S

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**L61 Focus 2341 Focus: Italy's Temples of Knowledge: The History and Controversies of Museums**

This course investigates the history of museums in Italy and the political and ethical issues that have developed alongside the institutions themselves to the present day. Our study during the fall semester unfolds chronologically, beginning with such ancient precursors to the modern museum as the Roman House of Pompeii. We study how the museum in Italy developed from an elite, private space — the Renaissance princely studio and curiosity cabinet — for the display to a select audience of individual and family social distinction to a public center for the cultural education of the masses and for the demonstration of state prestige, i.e.: the Louvre, the Vatican Museums and the Fascist Museum of Roman Civilization. We also visit local art and history museums. The course culminates at the end of the spring semester with a trip to Italy to tour the sites we have studied throughout the year. This course is restricted to Italy's Temples of Knowledge Focus program participants.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L61 Focus 2342 Focus: Italy's Temples of Knowledge, Part II**

This freshman Focus course divides its scope over two semesters. In the fall, students study the history of museums, and in the spring, students study the ethical, political, cultural and interpretive issues that surrounded these institutions. Students also prepare for the spring trip to Italy.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L61 Focus 2351 Focus: Moving and Being Moved: Human Movement in Art, Culture, Sport and Health**

This course investigates the significance of movement, individually and collectively, in human experience. Movement can signal a wide variety of states of being — gender, age, ethnicity, mental and physical health — in addition to its stylized expressions as social and concert dance. We use readings, discussions, lectures and correlated movement work to deepen our understanding of what and how movement communicates. The course is team-taught by members of the dance faculty and guest instructors. Concurrent registration in a dance or somatics course is recommended but not required. This course is restricted to Moving and Being Moved Focus program participants.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L61 Focus 2352 Focus: Moving and Being Moved: Further Explorations**

Continuation of fall Focus program. Students continue to explore a broad range of topics. At the same time each student deepens their experience of a specific movement discipline by enrolling in one of the many dance or somatic practices courses offered by Washington University. The weekly seminar meetings focus on connections between dance and other disciplines: for example, lighting and costume design for dance, arts management, movement and Native American culture, dance and literary theory that treats "the body" metaphorically. However, our weekly meeting also includes time periodically for students to share their experience in their chosen movement centered courses. In-class content continue to be supplemented by field trips and related practical applications. This course is restricted to Moving and Being Moved Focus program participants.

Credit 2 units. A&S: LA A&S IQ: HUM EN: H

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**L61 Focus 2431 Focus: Missouri's Natural Heritage, Part 1**

Missouri's Natural Heritage is a multidisciplinary two-semester freshman Focus course. The first semester of the sequence focuses on Missouri geology, climate, archaeology and native megafauna. This provides 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) in the second semester. We also introduce 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 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L61 Focus 2432 Focus: Missouri's Natural Heritage, Part 2**

Missouri's Natural Heritage is a multidisciplinary two-semester freshman Focus 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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**L61 Focus 2601 Focus: The Argentine Experience: History, Literature, Culture**

How have foreigners viewed Argentina over time? What was the meaning of bloodshed among gauchos? What are the origins of tango? And at one point, one third of Argentina's population consisted of Afro-descendants — what happened to them? This Focus course helps students find answers to such questions

and more. A history of Argentina from Spanish settlement to the present, focusing on the wars of independence; economic growth and urbanization; immigration; gauchos and popular culture; Juan and Evita Peron; the "Dirty War"; and the transition to democracy and neo-liberalism. The course complements an offering on Argentine Culture in the spring semester. It also provides historical background for a field trip by the students to Buenos Aires, Argentina. It covers the history of one of Latin America's largest and most important countries and gives students the chance to compare processes of cultural, political and economic development with the United States and other countries in the Americas. Prerequisite: admission to the Focus Argentina program.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L61 Focus 2602 Focus: Buenos Aires and the Construction of Argentine Culture**

In this course, we examine the various expressions of Argentine culture that have given us gauchos, tango, Jorge Luis Borges and one of the most prolific and honored cinematic traditions of Latin America. In particular, we explore the ways in which history and culture interact to express the experience of Argentina and Buenos Aires. We study films, popular music, dance, literature, sport and theater to gain insight into that experience. This course is part of the Buenos Aires Focus program; it includes a trip to Buenos Aires and is intended to be taken after Focus 2601.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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**L61 Focus 267 Focus: Cuban Transitions: From Colonialism to Communism**

This course examines the Cuban experience from its beginnings as a Spanish colony to its independence. We emphasize happenings in contemporary Cuba and its relations to other countries. Topics studied include, among others, the Tainos, slavery, the preeminence of sugar and tobacco as an economic and cultural force, social structures, race, the "Spanish-American war," the press, the military and education. We screen documentaries, examine the paintings of Wilfredo Lam and the photographs of Walker Evans, and study the contribution of music to the Cuban ethos. We concentrate on biographies and documentary films of Che Guevara and Fidel Castro. All topics studied also are put into contemporary contexts. Requirements: three short papers (four to six pages) and an oral report.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS

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**L61 Focus 2671 Stranger than Paradise: Cuban Experience of the Revolution**

The word "Cuba" strikes a resonant chord with many of us — a mix of curiosity, anxiety and hope — shaped by many years of controversy and stereotyping, on one hand, and myth making, on the other. Whether you want to develop an understanding of Cuban literature on and off the island, or to learn about music and dance history that led up to the Buena Vista Social Club phenomenon, this is a seminar for you. Organized chronologically and thematically as a companion course to Focus 267 Focus: Cuban Transitions: From Colonialism to Communism, it covers a comprehensive range of topics related to contemporary Cuba. Faculty with ample firsthand knowledge of Cuba and invited speakers encourage wide-ranging discussions about the interplay of such issues

as the politics of race and sexuality, repression and exile, censorship and dissent. African cultural heritage and syncretic religious practices are presented as both a source of pride for Cubans and a symbol of their unique Caribbean experience. By examining a variety of ideological perspectives in prose fiction, poetry, political speeches, artwork, musical forms, personal testimonies and film, this seminar allows students to exchange perceptions across various disciplines, question myths and erase the distance between theory and context-based critical practice. Prerequisite: successful completion of the first-semester course, Focus 267.  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS

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**L61 Focus 2811 Focus: Literary Culture of Modern Ireland**

This course examines the literature of Ireland from the fall of Parnell to the outbreak of World War II. 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 that had enormous implications for the future of this embattled island nation. We explore this vital and transformative exchange by close attention to some primary texts of the period. Writers studied include: Yeats, Gregory, Wilde, Synge, Shaw, Joyce, O'Casey and Bowen.  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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**L61 Focus 2812 Focus: Literary Culture of Modern Ireland II**

This course explores 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 1940s to '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 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: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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**L61 Focus 2813 Focus: Literary Culture of Modern Ireland and Irish America: Irish-American Writers, Fitzgerald-Kennedy**

Credit 1.5 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L61 Focus 2814 Focus: Literary Culture of Modern Ireland and Irish America: Modern and Contemporary Irish Drama**

Building on students' coverage of the early days of Dublin's Abbey Theatre, this segment focuses on (mostly) living Irish playwrights whose work develops familiar themes in unfamiliar ways. Brian Friel, whose long career recently was recognized by an elite council of Irish Arts, is represented by *Translations* and *Dancing at Lughnasa*. We 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 is evident in work by Martin McDonagh, as is 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 represented may include Tom Kilroy and Christina Reid. It is notable that the work of three of these playwrights was produced in New York recently and nominated for Tony awards.  
Credit 1.5 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L61 Focus 2850 Focus: 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 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 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L61 Focus 2851 Freshman Seminar: 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 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.  
Same as L75 JINE 240  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

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**L61 Focus 287 Focus: Writers As Readers Seminar**

Participants in this seminar examine how writing serves as a creative response to reading. Just as modern students are students of literature, so too were writers in the past students of their literary heritage and of their contemporary literary moment. We examine how writers, both poets and novelists, responded to, elaborated on, rebelled against and paid homage to their predecessors. Among the writers we consider are Jane Austen and Henry James, Charles Dickens and Dostoevsky, Tennyson and Keats, Kipling and Isaac Babel.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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## French

For art lovers, aspiring chefs and those who wish to see the world, the French major and minor offer preparation in language, literature, culture, film and opportunities for study abroad.

Our undergraduate program features a rich variety of courses for students interested in studying French in relationship to philosophy and politics as well as to the sciences and the arts.

Our summer, semester and year-long study abroad programs in Nice, Toulouse, Paris and Dakar enable students to deepen their understanding and appreciation of French culture by taking courses in the French university system, living with French families, shadowing doctors in French hospitals, holding internships in French businesses, and traveling extensively.

Such experiences are the perfect preparation for careers in international business, international medicine, international law, and international relations or diplomacy.

We also provide our students with a range of linguistic, analytical and theoretical tools necessary for a comprehensive understanding and appreciation of French and Francophone literature and culture, to prepare them for a variety of careers or further study. French majors who plan to apply to professional schools or to pursue graduate studies in literature, philosophy, history, art history, music, film, anthropology or other related fields are strongly encouraged to pursue independent research in their senior year. Writing a Senior Honors thesis provides students with a unique opportunity to combine the study of French language, literature and culture with their other interests and to work closely with a member of our faculty. Our faculty takes an active interest in our students, providing support and encouragement throughout their studies in order to prepare them to become dynamic, conscientious and informed members of today's global community.

We are pleased to offer our students an ongoing series of lectures, films and artistic performances, as well as a weekly French table, which all contribute to the intellectually dynamic and personally rewarding social environment of our section. We also regularly invite scholars of international repute to speak or teach on campus and host international colloquia that attract scholars from around the world.

**Contact:** Professor Julie E. Singer  
**Phone:** 314-935-8223  
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**Website:** <http://rll.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty (p. 810) page.

## Majors

### The Major in French

**Total units required:** 30 (27 for second majors)\*

#### Required courses:

| Code                         | Title  | Units |
|------------------------------|--|-------|
| French 307D                  | French Level 4: Advanced French  | 3     |
| French 308D                  | French Level 5: Introduction to Literary and Cultural Analysis                           | 3     |
| French 325                   | French Literature I: Dramatic Voices: Poets and Playwrights                              | 3     |
| French 326                   | French Literature II: Narrative Voices: Fiction and Nonfiction                           | 3     |
| French 411<br>or French 4131 | Intensive Writing in French<br>Advanced French and Translation                           | 3     |
| French 4xx                   | Upper-level seminar before the Revolution (Medieval, Renaissance, 17th- or 18th-century) |       |
| French 4xx                   | Upper-level seminar after the Revolution (19th- or 20th-century or Francophone)          |       |

\*Students who take French 201D at the university may count it as one course toward the major (out of nine for the second or 10 for the prime). Students also may count one 3-credit course toward the major that is taught in English by a member of the French faculty either within or beyond the bounds of the department at Washington University. This course must be at the 300 level or above and does not replace the requirements in French.

### Additional Information

Students must maintain an average of B- or better. Both 400-level courses required for the major must be taken at Washington University. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

**Study Abroad:** French majors are encouraged to participate in a study abroad program. Summer programs are available in Paris, Nice and Senegal, and semester abroad programs are available in Toulouse and Paris. Up to 6 credits from each program can count toward the major. We strongly recommend that students who spend a semester in Toulouse or Paris take French 318D before going abroad. Students spending a semester abroad may take French 318D instead of French 308D. Any student who completes French 318D and does not go abroad should take French 308D as well.

Please refer to the Romance Languages home page (<http://rll.wustl.edu>) for more information about French study abroad programs.

**Senior Honors:** Students who have maintained at least a minimum cumulative GPA of 3.65 through the end of the junior year are encouraged to work toward Latin Honors (cum laude, magna cum laude, summa cum laude). To qualify for Latin Honors in the major by thesis, a student must complete special literary research and prepare and orally defend an Honors thesis, which is judged by an Honors faculty committee. To qualify for Latin Honors by course work, a student must complete four literature courses at the 400 level, including two in literature before 1800, and present two critical essays written for those courses to be judged by an Honors faculty committee. Recommendations for Honors are based on performance and the quality of the thesis or critical essays, plus the student's cumulative grade point average.

**Transfer Credits:** 21 of the 30 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

## Minors

### The Minor in French

**Total units required:** 21\*

**Required courses:**

| Code          | Title  | Units |
|---------------|--|-------|
| French 307D   | French Level 4: Advanced French                                | 3     |
| French 308D   | French Level 5: Introduction to Literary and Cultural Analysis | 3     |
| French 325    | French Literature I: Dramatic Voices: Poets and Playwrights    | 3     |
| or French 326 | French Literature II: Narrative Voices: Fiction and Nonfiction |       |

**Elective courses:**

| Code        | Title   | Units |
|-------------|---|-------|
| French 215  | Conversation, Culture, Communication 1: Pop Culture                             | 3     |
| French 216  | Conversation, Culture, Communication 2: French Culture Through French Film      | 3     |
| French 311C | French Culture and Civilization: the New Face of France                         | 3     |
| French 318D | Preparation for Year in France  | 3     |
| French 321  | Topics I (Interdisciplinary course, subject changes yearly)                     | 3     |
| French 376C | Cinema and Society  | 3     |
| French 4xx  | Upper-level writing-intensive courses and seminars (if prerequisites satisfied) |       |

\*Students who take French 201D at the university may count it as one course toward the minor (out of seven). Students also may count one 3-credit course toward the minor that is taught in English by a member of the French faculty either within or beyond the bounds of the department at Washington University. This course does not replace the requirements in French.

\*Only one conversation course, taken at home (French 215 or French 216) or abroad, can count toward the minor.

### Additional Information

Six credits can count toward the minor from the French for Pre-Medicine program in Nice. Literature and Medicine, a survey course offered at the Pre-Medicine program in Nice, can replace French 325 or French 326.

We strongly recommend that students who spend a semester in Toulouse or Paris take French 318D before going abroad. Students spending a semester abroad may take French 318D instead of French 308D. Any student who completes French 318D and does not go abroad should take French 308D as well.

Courses taken credit/no credit do not count toward the minor. Students must complete courses taken for the minor with a grade of B- or above and are expected to maintain a B average or better in all French courses.

### Courses

Visit online course listings to view semester offerings for L34 French (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L34&crslvl=1:4>).

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#### L34 French 1011 Essential French 1 Workshop

Application of the curriculum presented in French 101D. Pass/Fail only. Grade dependent on attendance and participation. Limited to 12 students. Students must be enrolled concurrently in French 101D.

Credit 1 unit. A&S: LA EN: H

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#### L34 French 101D French Level 1: Essential French 1

This first course in the French language stresses rapid acquisition of spoken French, listening comprehension, reading and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1011, a one-credit, pass-fail practice session.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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#### L34 French 1021 Essential French 2 Workshop

Application of the curriculum presented in French 102D. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S: LA EN: H

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**L34 French 102D French Level 2: Essential French 2**

This second course in the French language program focuses on more advanced language skills to stress further rapid acquisition of spoken French, listening comprehension, reading and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1021, a 1-credit, pass/fail practice session. Prerequisite: French 101D or equivalent (often recommended for students with two to three years of high school French [seventh and eighth grades counting as one year]).

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L34 French 1051 Advanced Elementary French Practice Session**

Application of the curriculum presented in French 102D or French 105D. For students with two to four years of high school French. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S: LA A&S IQ: LCD

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**L34 French 1052 Advanced Elementary French Workshop**

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed French 102D and 105D and who plan to attend French Summer Language Institute. Credit/no credit.

Credit 1 unit. A&S: LA A&S IQ: LCD EN: H

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**L34 French 105D Advanced Elementary French**

This course provides an intensive, five-day-a-week review of elementary French, covering in one semester the entire French 101-102 program. It is designed to immerse students as much as possible into French language and culture. The course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1051 (01), a 1-credit, pass/fail practice session. This course is often recommended for students with three years of high school French.

Credit 5 units. A&S: LA A&S IQ: LCD BU: HUM

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**L34 French 201D French Level 3: Intermediate French**

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prerequisite: French 102D or the equivalent (usually recommended for students with four years of high school French [seventh and eighth grades count as one year]).

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L34 French 202 French Level III At the Summer Institute**

This Summer Institute course focuses on the major features of French 201D. Students improve speaking, writing and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host families and other French people facilitate the student's learning experience. Students enrolled in this course also take French 353 and are prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prerequisite: French 102D or 105D.

Credit 3 units. BU: IS

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**L34 French 215 Conversation, Culture, Communication 1: Pop Culture**

The course examines popular culture through a focus on what is said and performed, viewed especially but not exclusively through French film. Five thematic units focus on everyday occurrences and themes that mark both French and Francophone experience: the intersection of French History with the lives of ordinary people; the role of the French family in modern life; the motto of the French Revolution and how it applies today; the notions of community and the individual in modern French and Francophone society; the role of the French in the world at large. Active student participation is required; student is required to do at least two oral presentations on the films we see, and in some of the versions, to make their own film. An optional film-viewing is scheduled from 2 to 4 p.m. Fridays. Prerequisite: French 201D or the equivalent; may be taken before or after French 216.

Credit 3 units. A&S: LA A&S IQ: LCD BU: ETH

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**L34 French 216 Conversation, Culture, Communication 2: French Culture Through French Film**

This course enables students to pursue their exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course they have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent; may be taken before or after French 215.

Credit 3 units. A&S: LA A&S IQ: LCD BU: ETH

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**L34 French 247 Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., discussion, writing. Topics vary; interdisciplinary focus. Prerequisite: AP in English, French or History, or permission of the instructor. Does not substitute for any other French course.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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**L34 French 250C Voyages and Discoveries: French Masterpieces**

Taught in English. Novels and short stories about voyages and discoveries — real and symbolic — where young people confront themselves and crises in their lives. A discussion course with short writing assignments and viewing of films of several works studied. Masterpieces selected from writers such as Voltaire, Balzac, Flaubert, Maupassant, Gide, Colette, Camus, Sartre, Duras and Ernaux, among others. No French background required; students who have completed the English Composition requirement are welcome.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L34 French 257 From Champagne to Champlain: French Culture in North America**

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs and field trips to Missouri historical sites, it exposes the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse and Sainte Genevieve), students learn about many fundamental connections between America and France. Topics include early explorations, Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippian culture.

Credit 3 units. A&S: TH BU: ETH

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**L34 French 299 Undergraduate Independent Study**

Prerequisites: French 201D and permission of the director of undergraduate study.

Credit variable, maximum 3 units.

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**L34 French 307D French Level 4: Advanced French**

Thorough review of French grammar with an emphasis on written and oral communication grounded in cultural context. Development of vocabulary and communicative skills through readings and films. Essential for further study of French language and literature. Three class hours per week. Prerequisite: French 201D or the equivalent (usually recommended for students with five years of high school French [7th and 8th grades count as one year]).

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L34 French 308D French Level 5: Introduction to Literary and Cultural Analysis**

In this course we explore French literature and culture through a broad range of texts, including short stories, films, songs, poems and theatre. Development of creative and analytical writing skills in preparation for upper-level French courses. Should be taken before French 325C or French 326C. Prerequisite: French 307D or the equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: HUM EN: H

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**L34 French 318D Preparation for Year in France**

Designed to prepare students for the experience of studying abroad (for either a year or a semester, on Washington University-sponsored or -approved programs), this course emphasizes improved oral discussion and writing skills through readings, papers, language lab practice and active class participation. The course provides an introduction to the techniques of *explication de texte*, *commentaire composé* and *dissertation littéraire*. The class discusses various aspects of modern French society as well as topics related to the student's experience abroad, such as the university system, the French family, French social mores, etc. May replace French 308D for candidates attending semester and year abroad programs in a French-speaking country. Required for students planning to study in Toulouse and Paris and recommended for other programs in France.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS

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**L34 French 321 Topics I**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS BU: ETH

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**L34 French 322 Topics II**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA A&S IQ: LCD BU: ETH

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**L34 French 325 French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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**L34 French 3252 French out of France: Introduction to Francophone Literatures**

An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism and "civilizing missions," and the responses to them. We also consider the varying meanings of the term "Francophone," from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb and Lopes. Prerequisite: French 307D.

Credit 3 units. A&S: TH BU: IS

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**L34 French 326 French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D. Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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**L34 French 350 Undergraduate Seminar in French Literature and Culture**

An exploration of a variety of cultural icons, objects, myths and traditions that define the French experience throughout the centuries. Topics vary. Prerequisite: French 308. Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L34 French 352 French Institute Project**

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute. Credit 2 units. A&S: LA

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**L34 French 353 Project Plus**

This Summer Institute course combines (1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts and contemporary lifestyle; (2) the student's project; and (3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprising other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course are level-appropriate (students enrolled in French 385 complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 355 North American Francophone Literature in Translation**

Taught in English. The world of French language and literature is not restricted to France alone. It includes several other countries and former colonies whose cultural traditions and productions have grown in global significance as the West has increasingly understood and reacted to its own prejudices and exclusions. This course, the first in a three-semester sequence, focuses

on the literature of our closest French-speaking neighbors: French Canadians, Acadians (from Nova Scotia, New Brunswick and northern Maine) and Louisiana Cajuns. That French is the main language of all these groups results, of course, from the early colonial history of North America. Representative writers of these different French-speaking groups, including Antonine Maillet, Gerald Leblanc, Zachary Richard, Philippe Hemon, Michel Tremblay and Marie-Clair Blais, are studied closely in their historical, literary and cultural contexts. Credit 3 units. A&S: TH

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**L34 French 364 Literature and Ethics: Out of Cruelty**

Same as L16 Comp Lit 364  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L34 French 370 French Social History**

Studying *L'Histoire des Mentalités*, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc., evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in different specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice Pre-Med Summer Program. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

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**L34 French 375C Biography of a City: Paris**

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris' role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the departments of Romance Languages, Art History, History, Music, Philosophy and others. Course taught entirely in English. Credit 3 units. A&S: TH Art: HUM BU: IS

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**L34 French 376C Cinema and Society**

This course explores the history of French cinema through a lens that has long aroused passionate feelings in the francophone world: the social and psychological role of the (post)-industrial workplace. Exploring why the workplace has proved an engaging setting for French cinema, the class will study the Chaplinesque antics of the heroes of René Clair's *À nous la liberté* and the slapstick pathos of Jacques Tati's maladapted *Monsieur Hulot*. Students will also consider how film uses the workplace to dramatize society's differences and tensions, analyzing the tragic drama of social classes in Marcel Carné's *La Règle du jeu* and the sobering view of workplace reform in Laurent Cantet's *Ressources humaines*. The class will consider depictions of workers and bourgeois in the factories by the Lumière brothers (1895) and compelling performances of modern-day workers by Marion Cotillard (*Deux jours, une nuit*) and Omar Sy (*Samba*) in award-winning films from 2014. Our study of film will also address cultural differences between the U.S. and France as we consider the workplace in the context of globalization. There will be an optional extra session for group film viewing. Films will be on reserve in Olin. Prerequisite: French 307D. Taught in French. Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS EN: H

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**L34 French 383C Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings**

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential *Essais* through contemporary novels that focus on autobiographical writings in which the author gives a personal account of their own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. A&S IQ: HUM Art: HUM

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**L34 French 385 Cultural Differences**

By examining how the French perceive Americans and how the Americans perceive the French, students interrogate stereotypes, biases and differences in values, behaviors and beliefs between the two cultures. The class also examines the misunderstandings that occur as a result of these differences. Students also look within the American culture and within the French culture to evaluate how minorities and marginal groups exist within them. Texts include works by contemporary authors whose different professions (journalist, anthropologist, novelist, etc.) offer different perspectives on the questions of cultural difference. Open only to students enrolled in the Summer Institute in France. Prerequisite: French 307D.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L34 French 386 Topics: Paris and New York**

Topics in Comparative Literature. Subject matter varies from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L34 French 389 At Home in Paris, Versailles, Amsterdam, and Delft**

Comparative study of a given question, theme or problem, such as eros or exile or cruelty.

Same as L16 Comp Lit 389

Credit 3 units. A&S: TH Art: HUM BU: IS

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**L34 French 400 Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by French 401.

Credit 3 units. A&S: LA A&S IQ: LCD

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**L34 French 401 Intensive Translation for Graduate Students II**

Continuation of French 400. For graduate students in the humanities, social and natural sciences. Prerequisite: French 400; credit for French 400 is contingent on completion of French 401.

Credit 3 units. A&S: LA A&S IQ: LCD

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**L34 French 4013 Second Language Acquisition and Technology**

This seminar, for undergraduate and graduate students, transforms research and theory about second language

acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating and integrating technology into the language classroom. Course formats include readings, discussions, and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social and Behavioral Sciences attribute and can be taken as an elective in several different programs.

Same as L12 Educ 4023

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L34 French 411 Intensive Writing in French**

Refinement and expansion of writing skills, mastering of complex grammatical structures and intensive training in the analysis of rhetorical issues are the goals of this course. It focuses on the acquisition of a personal style through creative exercises in composition, including the study of parody, autobiographical forms and short story writing, as well as the practice of formal *explication de texte* and dissertation. Students complete a series of short papers, each with required revisions. Meets WI requirement. Prerequisite: French 307D, French 308D or equivalent, or permission of instructor. Required for all majors except those who have spent two consecutive semesters in a French-speaking country. Required for master's candidates in French unless waived by director of graduate studies.

Credit 3 units. A&S: LA, WI A&S IQ: LCD, LS, WI

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**L34 French 4131 Advanced French and Translation**

Building on the foundation established in the third year, this course aims at an in-depth knowledge of the French language and accuracy in its use. A comparative approach (linguistic and cultural) and systematic exercises are used to attain this goal and assist students in the demanding task of translating, both from English to French and from French to English. This course is mainly devoted to practical training using a wide range of document types, developing strategies of translation and sensitizing students to the problem of cultural transfer. Prerequisites: French 307D and French 308D or French 318D. Writing-intensive. May be taken in place of 411 toward the completion of the French major.

Credit 3 units. A&S: LA, WI A&S IQ: LCD, LS, WI EN: H

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**L34 French 413B Linguistics and Language Learning**

The course, taught in English, provides a critical survey of various components involved in the relationship between linguistics and language learning. The course emphasizes the language learner and explores dimensions of second language acquisition. The course begins with an examination of linguistic theories and then highlights the influence of linguistic theories on L2 acquisition research. The course then moves to an exploration of research on language and the brain. With this foundation, the course covers both internal and external factors related to language acquisition, such as language aptitude, age, gender, memory, prior knowledge, etc. In summary, theoretical and research dimensions of both linguistics and language learning are treated. This course counts as a requirement for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. Prerequisite: Ling 170 is recommended but not required.

Same as L12 Educ 4111

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Credit 3 units. A&S: LA A&S IQ: SSC BU: BA EN: S

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**L34 French 415 The 19th-Century Novel: From Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 416 Renaissance Poetics**

An examination of key authors and themes in various genres of the period. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 4161 Special Topics in 19th-Century Literature**

Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 417 Poetry and Prose of the Renaissance**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 4171 Travel Abroad in Early Modern Times**

This course addresses such questions as national identity; international relations; migration, cultural differences and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It is organized around the following themes: (1) Humanism, nationalism and the growing interest in the vernacular; (2) Humanism and the ongoing project of translation (*translatio studii*); (3) Humanism and travel abroad; (4) views on foreign cultures and one's own after returning home; (5) "La France" (including at least one session on Lyons and

another on Italian artists living in France); and integration and conflicts. Readings include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4172 Travel in the Renaissance and the Literature of Discovery**

Improved modes of transportation under King Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of *curiositas*. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L34 French 4173 Renaissance Poetry and Visual Arts**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

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**L34 French 417B Literature of the 16th Century**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 4181 Humanism in Crisis: Marguerite de Navarre**

The second half of the French 16th century was a time of profound upheaval in politics and religion, as well as of economic and social unrest. The very nature of reason and knowledge, their place and reliability were in serious question. These various "crises" culminated in what is known today as "the collapse of French Humanism." This course focuses on two writers of the

mid-century, Marguerite de Navarre and Montaigne, and the solutions that they offered. Special attention is given to the forms of expression adopted by these writers in order to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S: TH Art: HUM

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**L34 French 4182 Humanism in Early Modern France: From Rabelais to Montaigne**

This course focuses on major aspects of Humanism as exemplified by two of the greatest writers of the 16th century: François Rabelais and Michel de Montaigne. Humanism designates the great intellectual movement of the Renaissance. Initially focused on the recovery of ancient authors and a renewed confidence in man's ability to grasp higher meanings, Humanism became a dynamic cultural program that influenced every aspect of 16th-century intellectual life. As the political and religious turmoil of the Reformation spread, however, Humanist assumptions (the very nature of reason and knowledge, their place and reliability) were in turn questioned. This "crisis" culminated in what is known today as "the collapse of French Humanism." We examine the importance of Humanism by focusing on the themes of education, self-inquiry, religion, gender roles, marriage, travel, health and medicine. We pay special attention to the forms of expression that Rabelais and Montaigne adopt to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 419 Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. *Note:* This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300-level and above) or permission of the instructor.

Same as L77 WGSS 419

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L34 French 4191 The French Islands: From Code Noir to Condé**

The French have been dreaming about the tropics ever since transatlantic trade became possible in the 16th century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course links these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural

and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prerequisite: French 325 and French 326. One-hour preceptorial for required for undergraduates. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 4192 Tragedy and Farce in African Francophone Literature**

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination and as a hollow act undermined by neocolonial French ministries, multinational companies and corrupt governments. Reading authors such as Chraïbi, Kourouma, Kane, Tansi, and Lopes, we consider the ways that literature enters into dialog with political discourses that seem to call for tragic or farcical portrayal. This course explores the literary construction of nationalist opposition in colonial Africa and the subsequent disillusionment with its artificiality in tragic or farcical literature from the independence era to the present. Taught in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L34 French 4201 The Novel in the Feminine (Le Roman au féminin)**

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 4202 Ingenues and Libertines: Writing the Feminine in 19th-Century French Prose**

Informed by a close reading of theoretical texts dealing with the paradoxes of "la femme auteur" (the woman author), as Balzac coined it, this seminar explores the many ways of writing the feminine in the margins of 19th-century French fiction. Opposing "dames de cour" (ladies of the court) and "femmes de tête" (women of the mind), we focus on the representation of women as "voleuses de langue" (tongue snatchers) in the works of Mme de Staël, Claire de Duras, George Sand and Marie d'Agoult, among others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 421 The 20th-Century Novel**

In this seminar we examine the evolution of the French novel in the 20th century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet and Ernaux. We determine what

characterizes the 20th-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but also focus on the major themes it addresses: love, art, memory, time, death and the general problem of the human condition. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 4211 The Novel of the 1930s: The Human Condition and the Meaning of Life**

Most French novelists of the 1930s were no longer satisfied simply to entertain their readers, to bring formal innovations to their writing, to depict society or to represent human consciousness. Economic transformations, technological advances and the unspeakable horrors of World War I challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline and Sartre. We determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prerequisites: French 325 and French 326 (or for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L34 French 422 French Theater From 1800 to the Present**

We study selected plays of Hugo, Musset, Feydeau, Jarry, Claudel, Giraudoux, Anouilh, with particular attention to Romanticism, Symbolism, Existentialism and absurdist drama. Close attention is paid to the sociopolitical, philosophical and aesthetic contexts within which these plays were written, performed and received by the public. Videos of selected scenes also are shown and serve as points of departure for several classroom discussions, as do various influential critical theories about the nature and structure of modern French theater. Prerequisites: French 325 and French 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 4221 19th- and 20th-Century French Novel**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 423 Contemporary Theater**

Readings, analysis and discussion of French theater from Sartre to the present. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 4231 Visualizing 19th-Century Poetry**

At the very end of the 19th century and the beginning of the 20th, Mallarmé and Apollinaire begin to compose seemingly original works that create a host of simultaneous and different meanings through a heightened use of what can be called the "concrete

aspects" of the texts themselves: their layout on the page; the imagery they present; even the shape of the particular words and stanzas they employ. But a close reading of earlier 19th-century literature (mostly poetry) composed by various Romantic, Parnassian and Symbolist authors (Victor Hugo, Théophile Gautier, Mari Kryszynska, Marceline Desbordes-Valmore, Charles Baudelaire, Arthur Rimbaud and Paul Verlaine) reveals that experimentation in the visualization (as opposed to "mere" reading or writing) of a literary work was already under way. The latter coincided with the evolution of sculpture, photography and, later on, cinema. This course is designed to introduce students to both the production and reception of such works, and to examine their multiple historical and aesthetic causes and effects. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L34 French 424 19th- and 20th-Century Poetry**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 425 19th-Century Poetry**

Reading and analysis of poetry of the three major 19th-century schools: romantic, parnassian, symbolist. Emphasis on textual explication. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 426 Avant-Garde Poetry of the 20th Century**

Study of French avant-garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism and Surrealism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 427 Literature of the 17th Century I**

Undergraduates only register for this section. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 4271 French Classical Theater**

A study of works by Corneille, Molière and Racine. We consider how the theater contributes to the rise of absolutism in France in the 17th century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and state; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prerequisites: French

325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L34 French 4281 Order in the Court: Classical Struggles During the Reign of Louis XIV

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts and landscapes, in addition to literature. The recent historical novel *L'allée du Roi*, which details the romance between the king and his mistress and then second wife Mme. de Maintenon, and the *Memoires of Saint-Simon* help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (*Surena*), Molière (*Les Femmes Savantes*), Racine (*Mithridate*, *Phedre*), La Rochefoucauld, La Bruyère, La Fontaine, Mme. de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith and the devastating effects of war and disease. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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### L34 French 431 Literature of the 18th Century I

Prerequisite: French 325 or 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L34 French 4311 Voices of Dissent: Enlightenment Principle and Social Protest

The 18th century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov and Barthes, we identify the voices of dissent in several 18th-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais and Charrière, students come to appreciate a third tendency in 18th-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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### L34 French 4321 Art, Revolution and Society

This course examines major 18th-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (*Preface a l'Encyclopedie*), Rousseau (*Discours sur les Sciences et les Arts*, *Lettre a d'Alembert*), Diderot (*Entretiens sur le Fils Naturel*, *Le Paradoxe du Comedien*, *Le Neveu de Rameau*), Cazotte (*Le Diable Amoureux*), Beaumarchais (*Le Barbier de Seville*, *Le Mariage de Figaro*), Staël (*De la Litterature*, *Corinne*). These works allow us to study some of the major insights into the aesthetics of music, painting and the performing arts with an eye to how these aesthetic "revolutions" expanded the scope and influenced the form of the French language and literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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### L34 French 4331 Women of Letters

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibility and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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### L34 French 4341 Enlightenment Energy: Comedy, Eroticism and the Grotesque

In this course we examine works in which the comic, the erotic and the grotesque — base urges that 18th-century audiences deplored yet found entertaining — made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment and reason. French philosophers debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long 18th century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade and Hugo, we investigate how the satirical, the bawdy and the profane served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4351 Philosophical Fictions**

The French Enlightenment witnessed a veritable explosion of short fiction, including philosophical, oriental, moral and libertine tales bearing such self-conscious titles as *A Thousand and One Follies* and *This is Not a Tale*. Though written by the literary elite and not considered children's literature, the genre enjoyed widespread popular appeal and had the power to shape mentalities. Often satirical in tone, these tales served to convey and question contemporary political, philosophical, scientific, religious and moral trends. They inspired some of the most vivid illustrations of the day and were often circulated as part of the literary underground. We read works by Crébillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade and Staël alongside excerpts from French cultural history on 18th-century mentalities, salons and print culture. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 436 Romanticism**

This course studies pre-Romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a "littérature du moi" (literature of the self), the redefinition of the place of the artist in society after "la bataille romantique," and the stylistic innovations that lead to "modernism." Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 4391 Classicism/A-Classicism**

Among the hallmarks of 17th century, French classicism celebrated reason, order, balance and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's *Lettres d'une Péruvienne*, Prévost's *Manon Lescaut*, Laclos' *Liaisons Dangereuses* to understand classicism retrospectively, through the "a-classicism" of the 18th century's treatment of identity, alienation, desire and societal tensions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4392 Commemorating the King**

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced — whether wars or monuments; art or science; novels or histories — were tributes

to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien) and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke and Merlin guide our research into the activities of the royal family, the ideology of absolutism and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments and images. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 440 Parnassian and Symbolist Literature**

This course offers an examination of key writers and texts of the Parnassian and Symbolist schools of the 19th century. Readings include poetry, drama and prose. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L34 French 441 From Symbolism to Surrealism**

This course presents a survey of major French dramatic works from the late 1800s to the mid-20th century, including both innovative plays and theoretical treatises by celebrated writers such as Maeterlinck, Villiers de l'Isle-Adam, Jarry, Apollinaire, Breton, Vitrac and Artaud. It examines how in running contrary to other important movements of their general time period (e.g., Romanticism, Realism, Naturalism) these works constitute major examples of what will come to be widely known as Modernism. Attention will also be paid to the ways in which these types of plays gave rise to later forms of theater, like those found in Existentialism and the Théâtre de l'Absurde. Prerequisite: French 325 or Fr 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L34 French 443 Contemporary Francophone Literature**

A general survey of Francophone literature. This course examines representative texts of Quebec, "Acadia," Africa and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of "négritude," Senghor and Césaire. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L34 French 444 Modern Francophone Poetry**

The first half of this course consists of close readings of the founders of Négritude: Césaire, Senghor and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean.

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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### L34 French 447 The Medieval Literary Arts

How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood and old age construed as disabilities? In this course we read texts of varied genre — farces, saints' lives, fabliaux, poems, romances, journals and chronicles — as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages. Texts include Philippe de Beaumanoir's *Manekine*, Courtebarbe's *Trois Aveugles de Compiègne*, Guillaume de Machaut's *Voir Dit* and the farce *Le Garçon et l'Aveugle*; excerpts from Jean de Meun's *Roman de la Rose*, from the *Ovide Moralisé* and from Christine de Pizan's *Mutacion de Fortune*; and poems by Rutebeuf, Deschamps and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts are available in modern French; no prior study of Old French language is necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L34 French 448 From Arthur to the Grail

Conducted in English. A broad survey of the Arthurian legend: its origins; its elaboration in French, English and other medieval literatures; and its expression in modern literature (especially English and American) and in the visual arts, film and music. All readings available in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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### L34 French 450 Women and the Medieval French Literary Tradition

The Middle Ages constitute a beginning — a period when new languages and literatures came into being, along with Romanesque book — illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, Crusades for the Holy Land and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major genres: Marie de France's *Lais*, Chrétien de Troyes' *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous *Aucassin et Nicolette*, as well as *Fabliaux*, poetry of the Trouvères and Trobairitz, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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### L34 French 451 French Literature of the Middle Ages I

French literature from the beginning to 1250. The course emphasizes chansons de geste, courtly romance and lyric, and early drama. Most works read in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L34 French 452 French Literature of the Middle Ages II: I, Object

In this seminar we will explore the significance of objects and objectification in medieval French literature. What happens when people are treated as "love objects" in lyric poetry, or when inanimate objects take on human properties in comical or allegorical texts? How do the "transactions" of fictional wills and legacies bind one human subject to another? We will approach these questions through a number of theoretical perspectives, including psychoanalytic, poststructuralist, posthuman, and thing theory. Texts include poems of the troubadours and trouvères, fabliaux, the *Roman de la Rose*, René d'Anjou's *Livre du cuer d'amours espris*, and Villon's *Testament*. Texts will be read in modern French; no prior study of Old French language is necessary. Prerequisite: French 325 or 326 or the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L34 French 453 History of the French Language

Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: LA

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### L34 French 456 Romance Philology

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: LA

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### L34 French 458 Nature, Landscape and Travel in the Middle Ages

Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including chansons de geste, courtly romances, *Roman de la Rose*, accounts of travel and pilgrimages, poetry and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their emotions when confronting nature; the various means they use to describe space and travel; the function

of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the literature of the period. The thematic focus of the course is informed through theological, philosophical and anthropological perspectives essential to an appreciation of all medieval texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.  
Credit 3 units. A&S: TH

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**L34 French 4581 Sacrifice and Service: Masculinity and the Medieval French Literary Tradition**

The Middle Ages constitute a beginning: a period when new languages and literatures — along with Gothic cathedrals, Troubadour song, Romanesque art, Crusades for the Holy Land and quests for the Holy Grail — come into being. By focusing on the notion of service, we study how medieval society establishes a hierarchy of power that encompasses religious, feudal and courtly relationships. Particular attention is given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts include: *La Chanson de Roland*, *La Quete du Saint-Graal*, *La Vie de Saint Alexis*, *Le Jeu d'Adam*, Béroul's and Thomas' versions of *Le Roman de Tristan*, Chrétien de Troyes' *Le Chevalier au Lion* ou *Yvain*, Rutebeuf's *Miracle de Théophile* and Christine de Pizan's famous poem on Jeanne d'Arc. All readings in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.  
Credit 3 units. A&S: TH

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**L34 French 459 Writing North Africa**

This seminar studies French travel writing related to North Africa, as well as the major works of literature from and about Algeria, Morocco and Tunisia, as a prelude for reading the texts of those countries' Francophone literature now considered canonical. We consider how colonial-era writing by authors such as Eugène Fromentin and Pierre Benoît defined the colonial "exotic." We then examine the way the former empire wrote its own literature in the language of the former colonizer, in the works of post-independence authors such as Kateb Yacine, Assia Djebar and Abdelkebir Khatibi, who both observe and revise the conventions of postcolonial literature. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L34 French 460 Topics in European History IV**

A detailed look at the contributions of major French theorists such as Beauvoir, Cixous, Irigaray, Kristeva and the interpretation of French feminism in America. We study French feminist theory with an eye to psychoanalysis; maternity as metaphor and experience; women and language and/or Marxist-feminist theory; and aesthetics. Conducted in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.  
Credit 3 units. A&S: TH

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**L34 French 461 Topics in French Literature and History**

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prerequisites: French 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L34 French 466 Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.  
Same as L44 Ling 466  
Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L34 French 469 Reading and Writing in a Second Language**

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in L2 literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create activities that are included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction.  
Credit 3 units. A&S: LA A&S IQ: LCD

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**L34 French 470 Suffering and Self-Expression in Early Modern French Literature**

How did early modern people cope with disease, suffering and death? With the advancement of medical science, in particular with Ambroise Paré, who saw it as his mission to ease his patients' pain, a new sensitivity toward man's suffering began to develop. Working within the historical and scientific context of the time, this course examines old and emerging attitudes toward man's suffering with special emphasis on the relationship between suffering and artistic expression. Topics discussed include: suffering as part of the human condition; suffering and faith; suffering and early modern medicine; medicine and religion; gendered views of illness; disease/suffering as a vehicle of relief and self-expression; literary treatment of suffering and

disease, including melancholia, depression, suicide, kidney stone, mourning, aging, etc.; images of the ailing body and the ailing mind in early modern texts; disease as a theme and a metaphor. Various genres are covered (fiction, poetry, drama, essay, travelogue). Authors likely include Maurice Scève, Helisenne de Crenne, Louise Labé, Joachim Du Bellay, Pierre de Ronsard, Marguerite de Navarre, Jean-Baptiste Chassignet, Gabrielle de Coignard and Michel de Montaigne. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only.

Credit 3 units. Art: HUM

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#### L34 French 481 Sartre and Existentialism

This course studies French existentialism in light of recent intellectual developments, especially postmodernism; detailed study of Sartre's major literary and critical works. Conducted in French, nonmajors may do written work in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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#### L34 French 482 Avant-Garde, Postmodern and Modernity

We study the history and evolution of an avant-garde in French literature, possible definitions of the postmodern, description of the different areas of modernity. Readings both theoretical and literary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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#### L34 French 483 Gender and Genre

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prerequisites: French 325 or 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM

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#### L34 French 492 Contemporary French Literary Criticism

The first half of the course deals with works of Roland Barthes; the second examines relationship of philosophy to literature and explores how the ideas of Foucault, Lacan, Derrida, Deleuze, Girard and Baudrillard can be applied to the study of literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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#### L34 French 493 Selected French Writers

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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#### L34 French 495 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation.

Prerequisite: 3.0 grade point average. Qualified students should consult the department.

Credit 3 units. A&S: TH

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#### L34 French 4951 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation.

Prerequisite: 3.0 grade point average. Qualified students should consult the department. Pass/fail.

Credit 3 units. A&S: TH EN: H

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## Germanic Languages and Literatures

Germanic Languages and Literatures offers a diverse and challenging program of study in the language, literature and culture of the German-speaking countries. In this program, students engage in intensive study of the German language and explore German literature and culture, from the Middle Ages to the present. They also have the opportunity to learn business German and to study the politics and culture of contemporary Germany.

Beginning students are taught German through a combination of main classes and subsections, rapidly acquiring speaking skills through intensive interactive classroom activities. Intermediate German combines a three-hour main class with a subsection to enable students to work steadily on speaking, writing, listening and reading skills. In advanced language courses, students refine their core skills, acquire new knowledge of complex grammatical structures, and improve their ability to express sophisticated ideas orally and in writing.

In Washington University's German program, students take courses from internationally recognized faculty members who are leaders in their fields and who have been recognized for their expertise in undergraduate teaching. Faculty areas of interest include medieval through 21st-century literature, history, film and media, translation, German-Jewish studies, music and sound studies, narrative theory, second language acquisition, and gender studies. All German classes are small, thus facilitating lively faculty-student interaction. Our collection of contemporary German literature, housed in Olin Library, is the largest in North America and attracts many visiting scholars to our campus.

Students of German can choose among several study abroad programs, and they can take advantage of an array of co-curricular activities including film series, the national German honor society Delta Phi Alpha, lectures by guest speakers, and

readings by visiting authors. Many German students also elect to share their interest in German with the next generation of students by assisting with our annual German Day, hosted for high school students from Missouri and Illinois.

A degree in German prepares students for a wide range of future pursuits, including graduate study in such fields as German Studies, language education, comparative literature, and art history. Students frequently combine a degree in German with another major in the college and upon graduation earn advanced degrees in law, medicine, economics, business, engineering, environmental studies, and international and area studies. Our graduates pursue work in diverse fields, from academia to international banking, from diplomacy to publishing.

**Contact:** Professor Jennifer Kapczynski or  
Cecily Stewart Hawksworth

**Phone:** 314-935-4007; 314-935-4276

**Email:** jkapczynski@wustl.edu;  
cecilyhawksworth@wustl.edu  
(jkapczynski@wustl.edu;  
cecilyhawksworth@wustl.edu)

**Website:** <http://german.wustl.edu>

## Faculty

### Chair

**Matt Erlin** ([http://german.wustl.edu/people/erlin\\_matt](http://german.wustl.edu/people/erlin_matt))  
Professor of German  
PhD, University of California, Berkeley  
18th- & 19th-century German literature; intellectual history; digital humanities; material culture

### Endowed Professors

**Paul Michael Lützel** (<http://german.wustl.edu/people/paul-michael-lutzeler>)  
Rosa May Distinguished University Professor in the Humanities  
Director of the Max Kade Center  
PhD, Indiana University  
Contemporary and exile literature; Romanticism; literary discourses on Europe

**Lynne Tatlock** ([http://german.wustl.edu/people/tatlock\\_lynne](http://german.wustl.edu/people/tatlock_lynne))  
Director, Comparative Literature  
Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University  
17th-, 19th- & 20th-century novel and book history; gender; nationalism; translation

**Gerhild Williams** ([http://german.wustl.edu/people/williams\\_gerhild](http://german.wustl.edu/people/williams_gerhild))

Vice Provost  
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
Associate Vice Chancellor for Academic Affairs  
PhD in Comparative Literature, University of Washington  
Early modern German and French literature and culture; demonology; Ottoman Eurasia

### Associate Professors

**Jennifer Kapczynski** ([http://german.wustl.edu/people/kapczynski\\_jennifer](http://german.wustl.edu/people/kapczynski_jennifer))  
(On Leave)

PhD, University of California, Berkeley  
20th- & 21st-century literature and film; democratization; gender theory; Holocaust studies

**Erin McGlothlin** ([http://german.wustl.edu/people/mcglothlin\\_erin](http://german.wustl.edu/people/mcglothlin_erin))

Director of Graduate Studies  
PhD, University of Virginia  
Contemporary literature; Holocaust studies; Jewish studies; narrative theory

### Assistant Professors

**Kurt Beals** (<http://german.wustl.edu/people/kurt-beals>)

PhD, University of California, Berkeley  
20th- & 21st-century German literature and media; poetry; translation; experimentalism; digital media

**Caroline Kita** (<http://german.wustl.edu/people/caroline-kita>)  
(On Leave)

PhD, Duke University  
Austrian literature; Jewish studies; music and sound studies; theater

**Christian Schneider** (<http://german.wustl.edu/people/christian-schneider-0>)

PhD, Heidelberg University  
Medieval literature; narrative theory; courtly culture; history of knowledge

### Postdoctoral Teaching Fellow

**Alexis Briley**

PhD, Cornell University

**Richard "Tres" Lambert III**

PhD, University of North Carolina at Chapel Hill

## Professor Emeritus

**James Fitzgerald Poag** ([http://german.wustl.edu/people/poag\\_james-fitzgerald](http://german.wustl.edu/people/poag_james-fitzgerald))

PhD, University of Illinois

Early and high Middle Ages; history of the German language; medieval Bible exegesis; medieval law and literature; medieval romance; middle high German; mysticism

## Majors

### The Major in Germanic Languages and Literatures

**Total units required:** 24

#### Required courses:

German 340C and its 1-unit discussion section German 340D or German 341 and its 1-unit discussion section German 341D and the Senior Assessment (undertaken in conjunction with a 400-level seminar) are required of all majors. German 340C/340D or German 341/341D are required for admission to all 400-level courses except German 402, German 403D, German 404, and German 408D. Admission to 400-level courses (except German 402, German 403D, German 404, and German 408D) without completion of German 340C or German 341 is by departmental permission only.

#### Elective courses:

Students interested in studying German may declare German as their major or second major. Majors or second majors are required to complete 24 credit hours of upper-level courses (300 and 400), at least 12 of which are on the 400 level. If students begin German at Washington University and follow the regular sequence of courses (German 101D–German 102D–German 210D), they will be ready to begin the German major after three semesters. With the exception of German 340C or German 341, only courses taught in German will count toward the major. Students who wish to receive honors in German will write an honors thesis and must register for German 497/German 498 (with departmental permission) in addition to the 24 hours required for the major (for a total of 30 credit hours). All majors and second majors are required in their senior year to participate in the senior assessment interview.

Applications for admission to the honors program must be submitted by the first week of classes in the fall semester of the senior year. Forms are available from Cecily Stewart Hawksworth ([cecilyhawksworth@wustl.edu](mailto:cecilyhawksworth@wustl.edu)) (Ridgley Hall, Room 324).

**Please note:** For both majors and minors, at least half of the courses on the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

## Additional Information

**Study abroad:** German majors or minors are encouraged to participate in one of the overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To participate in the Tübingen program, students must complete German 301D (for the semester program) and German 302D (for the year program), or the equivalent, by the time the program begins. Upon returning to campus, German majors are required to take at least one 400-level course (other than German 497–German 498) during their senior year.

Washington University sponsors an eight-week summer program in Göttingen, Germany. Students who have taken at least one semester of German may be eligible for this intensive language program. Students interested in business are encouraged to apply for the Webster University International Business Internship or for the business internship in Koblenz, Germany, arranged by Washington University's Olin Business School.

**Senior Thesis in German, Departmental Distinction in German, and Latin Honors in German:** Students who wish to be eligible for Distinction in German must write a senior thesis in German in their final year at Washington University. Students receiving Distinction in German may additionally qualify for Latin Honors in German. The student chooses a thesis topic with the help of a faculty thesis adviser from the department. Upon acceptance of the thesis proposal (normally in the fall of the senior year), the student registers for the German 497–German 498 sequence. The student presents the senior thesis to the thesis adviser and a second reader approximately six weeks before the conclusion of the final semester at the university.

## Minors

### The Minor in Germanic Languages and Literatures

**Units required:** 15

**Required courses:** Students who intend to minor in German must complete 15 upper-level credit courses taught in German (300- and 400-level). With the exception of German 340C or German 341, only courses taught in German will count toward the minor. At least 3 of these units must be at the 400 level.

**Please note:** For both majors and minors, at least half of the courses at the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

## Additional Information

We strongly encourage minors to take German 340C German Literature and the Modern Era with discussion section (German 340D) or German 341 German Thought and the Modern Era with

discussion section (German 341D) because either course serves as a prerequisite for all 400-level courses except German 402, German 403D, German 404 and German 408D. Any credits obtained at the 300 or 400 level during the summer institute program in Göttingen may count toward the minor.

## Courses

Visit online course listings to view semester offerings for L21 German (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L21&crslvl=1:4>).

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### L21 German 100D Continuing German for Students with High School German

Builds on students' previous knowledge of German language and culture, reviewing and reinforcing the four language skills of listening, speaking, reading and writing in cultural contexts with special emphasis on communicative competence. In addition to the regular class meetings, students sign up after the semester begins for a once-weekly subsection (time to be arranged). Prerequisites: placement by examination and at least two years of high school German, or permission of instructor. Students who complete this course successfully may enter German 102D or 290D.

Credit 3 units. A&S: LA BU: HUM, IS

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### L21 German 101D Basic German: Core Course I

Introductory program; no previous German required. Students develop their competence in listening, speaking, reading and writing German by means of interpersonal, interpretive and presentational communicative practice. This first course serves as an introduction to German grammar and culture; goals range from developing the communicative skills necessary to find an apartment to being able to read modern German poetry. Students learn how to apply their knowledge of basic cases and tenses in order to hold a conversation or write a letter describing their interests, family, goals, routines, etc. and to discover personal information about others. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Students who complete this course successfully should enter German 102D.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L21 German 102D Basic German: Core Course II

Continuation of German 100D or 101D. In preparation for more advanced academic study in German, this second course will further introduce students to fundamental German grammar, culture and history. It comprises a combination of situational lessons and tasks that will challenge students' critical thinking abilities. Students in German 102 will familiarize themselves with the language necessary to understand and give directions, apply for a job, and speak with a doctor; students will also read more advanced content such as Grimm's fairy tales and a text from Franz Kafka. Prerequisite: German 100D, 101D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 210D.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L21 German 210D Intermediate German: Core Course III

Continuation of German 102D. Reading and discussion in German of short literary and nonliterary texts combined with an intensive grammar review. Students will further develop their

writing skills. In addition to the regular class meetings, students sign up after the semester begins for a subsection (time to be arranged). Prerequisite: German 102D, equivalent, or placement by examination. Students who complete this course successfully should enter German 301D or 313.

Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L21 German 301D Advanced German: Core Course IV

Discussion of literary and nonliterary texts combined with an intensive grammar review. Systematic introduction to the expressive functions of German with an emphasis on spoken and written communication. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 210D, the equivalent or placement by examination. Students who complete this course successfully should enter German 302D.

Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS

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### L21 German 302D Advanced German: Core Course V

Continuation of German 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion and analysis of literary and nonliterary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 301D or equivalent, or placement by examination. Students completing this course successfully may enter the 400 level.

Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L21 German 313 Conversational German

Practice in speaking and vocabulary development in cultural contexts. Prerequisite: German 210D, equivalent, or placement by examination. May be repeated for credit.

Credit 1 unit. A&S: LA A&S IQ: LCD BU: HUM EN: H

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### L21 German 331 Topics in Holocaust Studies

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L21 German 340C German Literature and the Modern Era**

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, nonmajors and majors. Required for admission to 400-level courses (except 401, 402, 403, 404 and 408D). Qualifies for major or minor credit when taken in conjunction with a one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination). Note: Beginning in 2017-18, this course will be 3 units. It must be taken with discussion-based course German 340D (1 unit) for students to count German 340C toward their major or minor.

Credit variable, maximum 4 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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**L21 German 341 German Thought and the Modern Era**

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, nonmajors and majors. Admission to 400-level courses (except 401, 402, 403, 404, and 408D) is contingent on completion of this course or 340C. Qualifies for major or minor credit when taken in conjunction with one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination). Note: Beginning in 2017-18, this course will be 3 units. It must be taken with discussion-based course German 341D (1 unit) for students to count German 341 toward their major or minor.

Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L21 German 402 Advanced Grammar and Style Lab**

Take your German skills to the next level! This 1-unit lab is designed for advanced students seeking to master the finer points of German grammar and style through targeted exercises and discussion. Students will learn to construct sophisticated, elegant, and accurate sentences, with the goal of improving their effectiveness as writers and speakers of German. A rotating weekly focus will cover such topics as: complex sentence structures; advanced passive and subjunctive forms; idiomatic prepositional and verb phrases; and infinitive constructions. Prerequisite: German 302 or the equivalent.

Credit 1 unit. A&S: LA

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**L21 German 403D Advanced Vocabulary and Usage**

This twice-a-week workshop is designed for advanced undergraduate students wishing to improve their grasp of German vocabulary and usage. Through targeted exercises and discussion that address specific areas of difficulty for non-native speakers, students will learn to speak and write more elegantly and idiomatically. A rotating weekly focus will cover idiomatic expressions related to particular themes. Assignments will consist of homework exercises not to exceed 1.5 hours per week. Prerequisite: German 302 or the equivalent.

Credit 1 unit.

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**L21 German 404 Germany Today**

Introduction to the history, politics and culture of contemporary Germany (1945 to the present). Topics include the cultural construction of identity in post-unified Germany; European integration and post-wall economy; the German constitution, electoral system and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media and popular culture; the role of universities. Discussion, readings and papers in German. Required for candidates for the overseas program in Tübingen, Germany. Prerequisite: German 302D (may be taken concurrently with German 404), or permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM BU: IS

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**L21 German 408D German as a Language of Business**

This course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We concentrate on the basic elements of the German economic system, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and strategies for product development and marketing in national and international contexts. Students also are introduced to specific German business practices, including forms of communication, management styles and general corporate culture. Students learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings and assignments are in German. Prerequisite: German 302D.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS

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**L21 German 4100 German Literature and Culture, 1150-1750**

Exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture; representation; the development of fictionality and historical writing; questions of race, gender and class; courtly culture; law; magic and marvels; and medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, "Minnesang," the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the "Volksbuch," the picaresque novel, and the essay. Discussion, readings and papers in German. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, LS, WI EN: H

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**L21 German 4101 German Literature and Culture, 1750-1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within

sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings and papers in German. Prerequisite: Refer to Majors section. Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L21 German 4102 German Literature and Culture, 1830-1914**

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization and fin-de-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings and papers in German. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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**L21 German 4103 German Literature and Culture, 1914 to the Present**

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Böll, Bachmann, Grass, Wolf. Discussion, readings and papers in German. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM

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**L21 German 4104 Studies in Genre**

Exploration of the definition, style, form and content that characterize a specific genre. Investigation of the social, cultural, political and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings and papers in German; some theoretical readings in English. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L21 German 4105 Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings and papers in German. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art: HUM

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**L21 German 4106 Studies in Gender**

Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: Refer to Majors section.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, LS, SD, WI EN: H

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**L21 German 4381 Contemporary German Literature**

Taught by the Max Kade writer and critic in residence, the course deals with the most recent trends and developments in contemporary German literature, including its multicultural, feminist, and postcolonial aspects. In all, the writer and critic will deal with approximately eight literary texts during the semester. The writers generally include a work of their own and give an idea of their personal poetics. Prerequisite: permission of the department required for undergraduates.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: FAAM

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**L21 German 493 The Task of the Translator**

This course offers an introduction to the theory and practice of translation, consisting of three main components. First, students have the opportunity to translate a wide range of fiction and nonfiction texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus is on translation from German to English, but we also translate from English to German. Next, we read selections from key works on the theory of translation, from Martin Luther's 16th-century treatise on his Bible translation to 20th-century essays by philosophers such as Walter Benjamin. Finally, we read and discuss excerpts from some of the most celebrated literary and philosophical translations of the past 200 years, including German translations of authors ranging from Shakespeare to J.K. Rowling as well as English translations of authors such as Goethe and Kafka. The course aims to give students a sense of the challenges and rewards of translation as well as a deeper understanding of the relationship between language, thought and culture.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L21 German 497 Independent Work for Senior Honors**

Research for an Honors thesis, on a topic chosen in conjunction with the adviser. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade point average, and at least a B + average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate adviser.

Credit 3 units.

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**L21 German 498 Independent Work for Senior Honors**

Continuation of German 497. Completion of thesis. Quality of the thesis determines whether the student receives credit only or Honors in German. Prerequisite: German 497.

Credit 3 units.

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## Greek

The Department of Classics offers course work in the language, history, literature, archaeology and culture of ancient Greece. At the heart of these courses are classes in the Greek language. Students of beginning Greek master the grammar in two semesters and go on immediately, in the third semester, to read Plato and Homer. Thereafter students have the opportunity to study numerous Greek authors, including the great tragedians, the historians Herodotus and Thucydides, and the New Testament, as well as ancient inscriptions. We maintain a strong program in Greek, from the textbook to graduate seminars, where our most advanced undergraduates are often working alongside graduate students in our vigorous and growing graduate program; they also have the opportunity to do their own research or to assist in faculty members' research projects. It is a remarkable and dynamic environment, one that students find both rewarding and stimulating.

Resources on campus supporting the study of ancient Greek include collections of Greek papyri and art and the Wulffing Coin Collection, one of the largest collections of ancient coins owned by an American university. The Department of Classics also offers a variety of courses in Greek history, literature, archaeology and culture, addressed both to the general undergraduate population and to those pursuing majors and minors within the department.

## Additional Information

**Study Abroad:** Washington University is associated with both the Intercollegiate Center for Classical Studies (ICCS) in Rome ([http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10117](http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10117)) and the College Year in Athens (CYA) ([http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10112](http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10112)). Students interested in studying in one of these programs should consult Professor Timothy Moore ([tmoore26@wustl.edu](mailto:tmoore26@wustl.edu)), the study abroad adviser for Classics.

**Contact:** Cathy Marler  
**Phone:** 314-935-5123  
**Email:** [classics@wustl.edu](mailto:classics@wustl.edu)  
**Website:** <http://classics.artsci.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Classics faculty (p. 308) page.

## Majors

Students interested in Greek should explore either the major in Classics (p. 309) or the major in Ancient Studies (p. 309) offered through the Department of Classics (p. 308).

## Minors

Students interested in Greek should explore either the minor in Classics (p. 310) or the minor in Ancient Studies (p. 310) offered through the Department of Classics (p. 308).

## Courses

Visit online course listings to view semester offerings for L09 Greek (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L09&crslvl=1:4>).

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### L09 Greek 101D Beginning Greek I

An introduction to Classical Greek (Attic), which will prepare the student to read texts in Greek history, philosophy, and medicine as well as the New Testament. This course builds the foundations for readings in Greek tragedy, comedy, and lyric poetry. Our goal will be to develop reading knowledge as rapidly and efficiently as possible. By the end of the year the student should be reading continuous Greek prose.  
Credit 4 units. A&S IQ: LCD, LS BU: HUM

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### L09 Greek 102D Beginning Greek II

Continuation of the program begun in Greek 101D. Students will complete their initial study of Classical Greek grammar and will begin reading selections from ancient Greek authors. Prerequisite: Greek 101D or permission of the instructor.  
Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L09 Greek 190D Intensive Beginning Greek I

An intensive study of Attic Greek.  
Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L09 Greek 210 Intensive Beginning Greek II

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 will allow the student to proceed directly to Greek 318C. Prerequisite: Greek 190D or placement by examination.  
Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L09 Greek 215D Intermediate Greek I

Reading of Greek prose texts accompanied by review of morphology and syntax and exercises in vocabulary building. Prerequisite: Greek 102D or permission of the instructor.  
Credit 3 units. A&S: LA BU: HUM, IS

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### L09 Greek 301 Intermediate Greek: The New Testament in Context

A reading of texts from the New Testament as well as others of relevance to the religions of the Roman Empire. Prerequisite: Greek 317C or permission of the instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS BU: HUM

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### L09 Greek 316C Intermediate Greek II

Readings in various forms of Greek poetry and prose as foundation for advanced study of Greek literature. Prerequisite: Greek 215D or permission of the instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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**L09 Greek 317C Introduction to Greek Literature**

Introduction to Attic prose through the reading of Plato's *Apology* and related texts. Prerequisite: Greek 102D or placement by examination.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM

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**L09 Greek 318C Introduction to Greek Literature**

Introduction to epic poetry through the reading of selections from Homer's *Iliad* and *Odyssey*. Prerequisite: Greek 210, Greek 316C or Greek 317C.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM

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**L09 Greek 350W Writing about Greek Literature**

Greek courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, LCD, WI EN: H

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**L09 Greek 400 Independent Study**

Credit 3 units. A&S IQ: HUM EN: H

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**L09 Greek 411 Homer: The Odyssey**

Credit 3 units. A&S: TH A&S IQ: HUM, LS Art: HUM BU: HUM

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**L09 Greek 413 Homer: The Iliad**

Credit 3 units. A&S: TH A&S IQ: HUM, LS Art: HUM

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**L09 Greek 416 Hesiod**

Credit 3 units. A&S: TH A&S IQ: HUM, LS

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**L09 Greek 418 The Epic Tradition**

Intensive readings in Greek epic, including Homer, Hesiod, Apollonius Rhodius and a sampling of later hexameters (*The Orphic Argonautica*, *Nonnus*). The emphasis is on the continuities and the discontinuities in the evolution of the genre.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L09 Greek 421 Sophocles**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L09 Greek 422 Euripides**

The tragedies of Euripides are among the most powerful dramas ever produced. In this class we will read one or more plays of Euripides in Greek as well as scholarly works on the tragedies. Among the topics discussed will be language and style, meter and music, mythological and historical backgrounds, elements of performance, and Euripides' influence in the modern world. Prerequisites: Greek 318C or permission of the instructor and sophomore standing or above.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM

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**L09 Greek 423 Aeschylus**

This course will focus on Aeschylus' *Seven Against Thebes* and on *Prometheus Bound*; in addition, we will look at a few fragmentary plays. Readings will include relevant secondary literature.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

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**L09 Greek 424 Aristophanes**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L09 Greek 430 Herodotus**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L09 Greek 431 Thucydides**

Credit 3 units. A&S: TH A&S IQ: HUM

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**L09 Greek 432 The Attic Orators**

More than mere prose, Attic oratory consists of a rich body of literature in which style was paramount to its persuasive aims, and provides vital evidence for Athenian culture, politics, mores, institutions, thought and history. This course will survey a representative — and important — sample of forensic, epideictic, and symbouletic speeches from classical Athenian oratory, and will give special attention to the social, legal and political context of these speeches. In addition, the class will focus on improving students' command of syntax, vocabulary and idiom as the basis for further development as well as the study of different orators and their style.

Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS

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**L09 Greek 435 Classical Historical Prose**

Credit 3 units. A&S: TH A&S IQ: HUM

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**L09 Greek 436 Attic Prose of the 4th Century BC**

Selected texts of Attic orators Xenophon, Plato or Aristotle; specific readings for each semester in Course Listings. May be repeated for credit for study of a different author or text.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L09 Greek 437 Topics in Greek Poetry**

Reading in Greek and discussion of one or more texts by one or more ancient Greek poets. May be repeated for credit for study of different texts.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L09 Greek 438W Topics in Greek Literature**

Advanced Greek seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI A&S IQ: HUM

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**L09 Greek 439 The Greek Novel**

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L09 Greek 451 Plato**

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L09 Greek 497 Study for Honors**

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.

Credit 3 units. A&S: TH A&S IQ: HUM

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### L09 Greek 499 Study for Honors

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics. Prerequisite: overall GPA of 3.65.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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## Hebrew

The Department of Jewish, Islamic and Near Eastern Languages and Cultures offers a major and a minor in Hebrew. As a major in Hebrew, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with the historical context.

**Language Placement:** Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended course. Native speakers are not eligible for back credit; evidence of secondary or post-secondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

**Phone:** 314-935-5110 or 314-935-8567

**Email:** [artsci-jinelc@wustl.edu](mailto:artsci-jinelc@wustl.edu)

**Website:** <http://jinelc.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Jewish, Islamic and Near Eastern Languages and Cultures faculty (p. 616) page.

## Majors

### The Major in Hebrew

#### Prerequisites

1. Two years language (Hebrew) by course work or by placement
2. JINE 210C Introduction to Islamic Civilization and JINE 208F History, Text and Identity: Introduction to Jewish Civilization
  - Students with substantial prior course work may substitute an additional upper-level course with permission of adviser and the director of undergraduate studies (DUS).

#### Requirements

24 upper-level (3xx or 4xx) credits, including:

- 3 credits in departmental capstone course to be taken senior year. (Students may take it junior year with permission of adviser **and** DUS).

**and**

- 21 credits as follows:

- 12 credits of upper-level language (3xx or 4xx) courses
- 6 credits in literature, society, history, culture, religion
- 3 credits in another culture (for Hebrew – Islamic Studies, Arabic, South Asian or Hindi)

## Additional Information

- Students are encouraged to take courses distributed in each of the following areas: literature and culture, history, and religion.
- Senior thesis writers should sign up for an appropriate 3-credit course in the fall and in the spring. (The 6 credits can be applied to the primary area of study.)
- Students enrolled in Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their adviser and the DUS. Summer programs and transfer courses can be granted as many as 6 credits subject to review by their adviser and the DUS. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad, summer programs, or transfer credit. For more information on preapproved study abroad programs, please visit the Overseas Programs website (<http://overseas.wustl.edu/study-abroad>).
- No credit will be given for courses taken outside the department other than those which are cross-listed.
- To be eligible to write a senior thesis, a student must maintain a GPA of 3.65 through the sixth semester.
- Students must maintain an average of B in all courses for the major. A grade of B- must be earned in each language course in order to advance to the next level.
- No course taken pass/fail can count toward either the prerequisites or the major.

## Minors

### The Minor in Hebrew

#### Prerequisites:

- Beginning Modern Hebrew I (HBRW 105D), Beginning Modern Hebrew II (HBRW 106D) (or Advanced Beginning Modern Hebrew I (HBRW 151D)) — whether by course work or placement

#### Required courses (18 units)

- History, Text and Identity: Introduction to Jewish Civilization (JINE 208F)
- 9 credit units from 200-, 300-, or 400-level courses in Hebrew language
- 6 credit units from 300- or 400-level courses in Jewish studies and Hebrew literature and culture

## Additional Information

### Regulations for all language and culture minors

- Two semesters of the language must be taken at Washington University.
  - No more than 12 credit units can be from language courses.
  - Note that 300- or 400-level courses that include the study of texts in the original language may be considered courses about history, literature or religious studies rather than language courses.
- Preapproved Washington University study abroad programs during the regular academic semester, summer programs, and transfer courses can earn a maximum of 3 credits subject to review by the adviser and the DUS.
- Back credit granted for language courses does not count for the minor.
- No credits will be given to courses taken outside the department other than those which are cross-listed.
- A minimum of 18 credits is required for the minor.
- Double counting courses: A maximum of 3 credits used for the minor can be counted for another major or minor.
- Students have to maintain an average of B for the minor. A grade of B- must be earned in each language course in order to advance to the next language course.
- No pass/fail course can count toward either prerequisites or the minor.

## Courses

Visit online course listings to view semester offerings for L74 HBRW (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L74&crslvl=1:4>).

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### L74 HBRW 1011 First Year Modern Hebrew

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern Israeli Hebrew. Skills for writing and speaking are introduced. Limit: 16 students per section. Credit 3 units. A&S IQ: LCD EN: H

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### L74 HBRW 1012 First Year Modern Hebrew

Spring Semester - For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern Israeli Hebrew. Skills for writing and speaking are introduced. Limit: 16 students per section. Credit 3 units.

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### L74 HBRW 101D Beginning Biblical Hebrew I

This course prepares the student to read Biblical literature in Hebrew. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L74 HBRW 105D Beginning Modern Hebrew I

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam and encouraged to consider HBRW 151D. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Five class hours a week plus laboratory work. Limit: 15 students per section.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L74 HBRW 106D Beginning Modern Hebrew II

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Three class hours a week plus laboratory work. Limit: 15 students per section.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS EN: H

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### L74 HBRW 151D Advanced Beginning Modern Hebrew I

Designed for the student with some background in Hebrew. Emphasis is on review of grammar, increased fluency and vocabulary enrichment. This course prepares students for HBRW 106D. Limit 15 students.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L74 HBRW 179 Freshman Seminar: Midrash

The aim of this course is to introduce students to Midrash, the highly fascinating literature of rabbinic biblical interpretation. Among the topics studied are: How did the classical rabbis read the Bible? What is the relationship between the plain meaning of the biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory, interpretations of the same verse coexist? What is the function of imaginative narratives, parables and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader; in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical and cultural context in which rabbinic Midrash developed, we get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources are read in translation. Throughout the semester we devote time to discussing practical questions such as how to use the library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students essays. Same as L75 JINE 179

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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### L74 HBRW 2011 Second Year Modern Hebrew

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in Beginning/First Year Modern Hebrew or placement by examination. Limit: 16 students per section.

Credit 3 units. A&S IQ: LCD EN: H

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### L74 HBRW 2012 Second Year Modern Hebrew

Spring Semester - Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in Beginning/First Year Modern Hebrew or placement by examination. Limit: 16 students per section.

Credit 3 units.

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**L74 HBRW 208F History, Text, and Identity: An Introduction to Jewish Civilization**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — is to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period, we investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JINE 208F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, IS EN: H

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**L74 HBRW 213D Intermediate Modern Hebrew I**

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in HBRW 106D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L74 HBRW 214D Intermediate Modern Hebrew II**

Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: HBRW 213D or equivalent.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L74 HBRW 300 Introduction to the Hebrew Bible/Old Testament**

A survey of the religious ideas and cultural history of the Hebrew Bible (Old Testament) and its context in the ancient Near East. Traditional Jewish and Christian interpretation of the Bible is discussed. No knowledge of Hebrew required; no prerequisites. Same as L23 Re St 300

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM

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**L74 HBRW 301C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World**

We trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JINE 301C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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**L74 HBRW 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism**

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon — as a constantly developing religious system. Among the topics explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women; how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections — a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Same as L23 Re St 3082

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L74 HBRW 320D Third-Level Modern Hebrew I**

Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: grade of B- or better in HBRW 214D or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L74 HBRW 322D Third-Level Modern Hebrew II**

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L74 HBRW 324 Hebrew of the Media**

Reading and discussion of newspaper articles. Viewing and analysis of television news programs and films. Prepares students to become familiar with the language and typical issues of the Israeli media and to discuss in writing and speech the issues in the news. Prerequisite: HBRW 322 or by departmental approval.

Credit 3 units. A&S: LA

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**L74 HBRW 335C Becoming "Modern": Emancipation, Anti-Semitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that

we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.  
Same as L22 History 335C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM

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**L74 HBRW 340 Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.  
Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

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**L74 HBRW 349 Yiddishkayt: Yiddish Literature in English Translation**

This course traces the emergence, development, flourish and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late Middle Ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.  
Same as L75 JINE 349  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L74 HBRW 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.  
Same as L75 JINE 350  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS

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**L74 HBRW 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims,

rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors' personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation.  
Same as L75 JINE 359  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L74 HBRW 384 Intro to Biblical Hebrew**

This course enables students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. Prerequisite: HBRW 214D or instructor's permission.  
Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L74 HBRW 385D Topics in Biblical Hebrew Texts**

Prerequisite: HBRW 384 or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L74 HBRW 387C Topics in Hebrew Literature**

Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.  
Credit 3 units. A&S: TH Art: HUM

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**L74 HBRW 390 Topics in Migration and Identity: Genocide and Migration: Flight and Displacement under Nazi Regime**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations, etc.) more generally. Students work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works and film to study migrations related to the prehistory, policies and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization and mass violence.  
Same as L97 IAS 390

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L74 HBRW 4001 Capstone Seminar**

The capstone course for Jewish, Islamic and Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JINE 4001

Credit 3 units. A&S IQ: HUM EN: H

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**L74 HBRW 4010 Fourth-Level Modern Hebrew I**

Introduction to modern Israeli literature and literary analysis for the advanced student of Hebrew. Topics include selected genres, influential writers, and the relationship between literature and society. Conducted in Hebrew. Prerequisite: grade of B- or better in HBRW 321D, or permission of instructor.

Credit 3 units. A&S: LA, WI A&S IQ: LCD, WI BU: HUM, IS

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**L74 HBRW 401W Seminar in Hebrew Literature**

This course is designated as Writing Intensive.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, LCD, LS, WI EN: H

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**L74 HBRW 420 Topics in Modern Hebrew Literature**

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Credit 3 units. A&S: LA A&S IQ: LCD Art: HUM

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**L74 HBRW 421 Study of Selected Texts in Modern Hebrew Literature**

Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L74 HBRW 440 Topics in Rabbinic Texts: Mishnah and Gemara**

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We focus on a number of topics representing the range of rabbinic discussion, including legal, narrative and ethical issues. At the same time, we study the necessary linguistic tools for understanding rabbinic texts. Prerequisites: HBRW 385 or HBRW 401 or instructor's permission.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L74 HBRW 444 The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a

communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

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**L74 HBRW 488 Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

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**L74 HBRW 489 Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L74 HBRW 4973 Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the department chair.

Credit variable, maximum 5 units. A&S: LA

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**L74 HBRW 4982 Guided Readings in Akkadian**

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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**L74 HBRW 4983 Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the department chair.

Credit variable, maximum 5 units. A&S: LA

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**L74 HBRW 4984 Guided Readings in Aramaic**

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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**L74 HBRW 4985 Guided Readings in Biblical Hebrew**

Prerequisites: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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## Hindi

The Department of Jewish, Islamic and Near Eastern Languages and Cultures offers a minor in Hindi (South Asian language and culture).

**Language Placement:** Placement tests are required for all students entering our language programs. Students may be eligible for up to 6 units of back credit based on advanced placement and successful completion of the recommended course. Native speakers are not eligible for back credit; evidence of secondary or post-secondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

**Phone:** 314-935-5110 or 314-935-8567  
**Email:** artsci-jinelc@wustl.edu  
**Website:** <http://jinelc.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Jewish, Islamic and Near Eastern Languages and Cultures faculty (p. 616) page.

## Majors

The Department of Jewish, Islamic and Near Eastern Languages and Cultures does not offer a major in this area. Please visit the JINELC (p. 617) page for a list of available majors.

## Minors

### The Minor in South Asian Languages and Cultures (Hindi)

#### Prerequisites

- Beginning Hindi I (Hindi 111D), and Beginning Hindi II (Hindi 112D) or Advanced Beginning Hindi I (Hindi 151D) — whether by course work or placement

#### Required courses (18 units)

- Introduction to Islamic Civilization (JINE 210C) (or another civilization course with adviser approval)
- 9 units from 200-, 300-, or 400-level courses in Hindi language
- 6 units from 300- or 400-level courses in South Asian studies or South Asian literature and culture

## Additional Information

#### Regulations for all language and culture minors

- Two semesters of the language must be taken at Washington University.
  - No more than 12 units can be from language courses.
  - Note that 300- or 400-level courses that include the study of texts in the original language may be considered courses about history, literature or religious studies rather than language courses.
- Preapproved Washington University study abroad programs during the regular academic semester, summer programs, and transfer courses can earn a maximum of 3 units subject to review by the adviser and the DUS.
- Back credit granted for language courses does not count for the minor.
- No credit will be given for courses taken outside the department other than those which are cross-listed.
- A minimum of 18 units is required for the minor.

- Double counting courses: A maximum of 3 units used for the minor can be counted for another major or minor.
- Students have to maintain an average of B for the minor. A grade of B- must be earned in each language course in order to advance to the next language course.
- No pass/fail course can count toward either prerequisites or the minor.

**Study Abroad:** Students minoring in Hindi are encouraged to participate in the Washington University Study Abroad program. The university currently sponsors preapproved programs of study at the Hebrew University in Jerusalem, the University of Haifa, Aalim Arabic Program in Morocco, Boğaziçi University in Istanbul, and the American University of Cairo. Students may enroll in summer programs anytime at their discretion, however, semester abroad is usually during the junior year and after a minimum of one year of language study at Washington University.

## Courses

Visit online course listings to view semester offerings for L73 Hindi (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L73&crslvl=1:4>).

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#### L73 Hindi 111D Beginning Hindi I

An introduction to the most widely spoken language of South Asia. Along with an understanding of grammar, the course offers practice in all four skills: listening, speaking, reading and writing. The Hindi (Devanagari) script is used for reading and writing. Note: Students with some previous Hindi language background must take a placement examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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#### L73 Hindi 112D Beginning Hindi II

Continuation of 101D, devoted to the further development of basic skills — listening, speaking, reading and writing — with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Hindi 111D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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#### L73 Hindi 151D Advanced Beginning Hindi I

Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency and vocabulary enrichment. Prerequisite: placement by examination or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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#### L73 Hindi 201 Intermediate Hindi I

Continuing practice in listening, speaking and grammatical understanding. The Hindi (Devanagari) script is used for reading and writing. Prerequisite: grade of B- or better in Hindi 112D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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#### L73 Hindi 202 Intermediate Hindi II

Continuation of Hindi 201. Prerequisite: grade of B- or better in Hindi 201 or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L73 Hindi 299 Undergraduate Independent Study**

Prerequisites: Hindi 202 and permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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**L73 Hindi 301 Advanced Hindi I**

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles and other selected materials. Prerequisite: grade of B- or better in Hindi 202 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L73 Hindi 302 Advanced Hindi II**

This course is a continuation of Hindi 301. It is designed to continue students' advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles and other selected materials. Prerequisite: grade of B- or better in Hindi 301 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L73 Hindi 307 The Writing of the Indian Subcontinent**

The Indian Subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Subcontinental writers. Covering both fiction and nonfiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunsekera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity, and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L73 Hindi 3292 Topics in Politics: Modern South Asian Politics**

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy.

Same as L32 Pol Sci 3292

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L73 Hindi 330 Topics in South Asian Literature and Culture**

An introduction to major texts of South Asian literature, both traditional and modern, in their cultural context. Specific topics, texts and themes may vary from year to year. The course assumes no previous acquaintance with the material. All readings are in English or English translation.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L73 Hindi 3392 Hinduism and the Hindu Right: Topics in South Asian Religions**

The topic for this course varies. The topic for fall 2017 is Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S: TH, CD A&S IQ: HUM EN: H

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**L73 Hindi 350 Introduction to South Asian Literature in Translation**

Credit 3 units. A&S: TH, CD BU: HUM

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**L73 Hindi 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L73 Hindi 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Same as L22 History 38C8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L73 Hindi 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L73 Hindi 399 Independent Study**

Prerequisite: permission of instructor and the department.  
Credit variable, maximum 6 units.

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**L73 Hindi 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Same as L22 History 39SC

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L73 Hindi 499 Independent Study**

Prerequisite: permission of instructor and the department.  
Credit variable, maximum 6 units.

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## History

The Department of History engages its students through a study of the past. We are committed to the idea that the most compelling stories are often the most revealing ones. In addition to teaching students the particular skills of historical inquiry, we provide them with tools that serve them beyond their majors and beyond the university.

The discipline of history poses challenging questions about the ways that human beings have made the worlds they live in. There are many approaches to history. Some historians study politics, whether that means political parties or the ways that people who never held public office nonetheless act to shape public life. Others study the lived experience of everyday Americans or the popular culture that reflects how people understand the world around them.

Still others are especially interested in the kinds of stories about the past that we tell ourselves, for those stories reveal a great deal about our own society as well as that of a different time. While it is not true that history repeats itself, it is true that without knowledge of the past we are unable to understand the present. The Department of History encourages all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. Students will learn to organize and interpret data, to write with precision and clarity, to develop logical and convincing arguments, and to combine careful research with creativity.

In all of our courses, we emphasize the kinds of skills that will help students to succeed both in classes at Washington University and in their postgraduate careers. For our majors and minors, we offer the opportunity to work closely with a faculty mentor to develop a coherent yet challenging program of study.

The history major is structured to be flexible, and we encourage students both to pursue established interests and to explore topics, time periods and locales that may be less familiar. We offer a broad range of courses from the ancient world to the present, and across Africa, Asia, the Mideast, Europe and the Americas.

We have many opportunities for small-group learning and discussion, including freshman seminars, our Historical Methods seminar, writing-intensive seminars and advanced seminars. Prior to graduation, every major is expected to demonstrate mastery of the field through an advanced seminar, an independent research project, formal fieldwork in the historical and archival professions, or by writing a senior honors thesis.

Some history majors go on to pursue graduate work in the field and become professional historians, but most find that the knowledge and skills they build through history courses fit them for a wide range of careers. Our graduates have attended law or medical school, and have pursued careers in government, education, research, business, communications, international agencies, publishing, museums and archives, public advocacy and many other fields.

**Contact:** Margaret Williams  
**Phone:** 314-935-5450  
**Email:** [history@wustl.edu](mailto:history@wustl.edu)  
**Website:** <http://history.artsci.wustl.edu>

## Faculty

### Chair

**Peter J. Kastor** ([http://history.artsci.wustl.edu/peter\\_kastor](http://history.artsci.wustl.edu/peter_kastor))  
PhD, University of Virginia  
(The American Frontier and Early Republic)

### Endowed Professors

**Jean M. Allman** (<http://history.artsci.wustl.edu/allman>)  
J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
(African History)

**Daniel Bornstein** ([http://history.artsci.wustl.edu/daniel\\_bornstein](http://history.artsci.wustl.edu/daniel_bornstein))  
Stella K. Darrow Professor of Catholic Studies  
PhD, University of Chicago  
(Medieval and Renaissance Europe)

**Hillel J. Kieval** ([http://history.artsci.wustl.edu/hillel\\_kieval](http://history.artsci.wustl.edu/hillel_kieval))  
Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(Jewish History)

**Kenneth Ludmerer** (<http://history.artsci.wustl.edu/ludmerer>)  
Mabel Dorn Reeder Distinguished Professor in the History of  
Medicine  
PhD, MD, Johns Hopkins University  
(Medical History)

**Linda J. Nicholson** ([http://history.artsci.wustl.edu/linda\\_nicholson](http://history.artsci.wustl.edu/linda_nicholson))  
Susan E. and William P. Stiritz Distinguished Professor of  
Women's Studies  
PhD, Brandeis University  
(Women, Gender, and Sexuality Studies)

## Professors

**Iver Bernstein** ([http://history.artsci.wustl.edu/iver\\_bernst](http://history.artsci.wustl.edu/iver_bernst))  
PhD, Yale University  
(U.S. History and the Civil War)

**Andrea S. Friedman** ([http://history.artsci.wustl.edu/andrea\\_friedman](http://history.artsci.wustl.edu/andrea_friedman))  
PhD, University of Wisconsin  
(U.S. Women's History)

**Margaret Garb** ([http://history.artsci.wustl.edu/margaret\\_garb](http://history.artsci.wustl.edu/margaret_garb))  
PhD, Columbia University  
(American Urban History)

**Tim Parsons** ([http://history.artsci.wustl.edu/tim\\_parsons](http://history.artsci.wustl.edu/tim_parsons))  
PhD, Johns Hopkins University  
(African Military History)

**Mark Pegg** (<http://history.artsci.wustl.edu/pegg>)  
PhD, Princeton University  
(Medieval European History)

## Associate Professors

**Catherine S. Adcock** ([http://history.artsci.wustl.edu/cassie\\_adcock](http://history.artsci.wustl.edu/cassie_adcock))  
PhD, University of Chicago  
(Modern South Asian History)

**Elizabeth Borgwardt** (<http://history.artsci.wustl.edu/borgwardt>)  
PhD, Stanford University  
(U.S. Foreign Relations)

**Shefali Chandra** (<http://history.artsci.wustl.edu/chandra>)  
PhD, University of Pennsylvania  
(Modern South Asian History)

**Christine R. Johnson** ([http://history.artsci.wustl.edu/christine\\_johns](http://history.artsci.wustl.edu/christine_johns))  
PhD, Johns Hopkins University  
(16th-Century German History)

**Steven B. Miles** ([http://history.artsci.wustl.edu/steve\\_miles](http://history.artsci.wustl.edu/steve_miles))  
PhD, University of Washington  
(Chinese History)

**Sowandé Mustakeem** (<http://history.artsci.wustl.edu/mustakeem>)  
PhD, Michigan State University  
(Atlantic Slave Trade and the Middle Passage)

**Nancy Y. Reynolds** ([http://history.artsci.wustl.edu/nancy\\_reynolds](http://history.artsci.wustl.edu/nancy_reynolds))  
PhD, Stanford University  
(Middle Eastern History)

**Corinna Treitel** ([http://history.artsci.wustl.edu/corinna\\_treitel](http://history.artsci.wustl.edu/corinna_treitel))  
PhD, Harvard University  
(Modern German History)

**Lori Watt** ([http://history.artsci.wustl.edu/lori\\_watt](http://history.artsci.wustl.edu/lori_watt))  
PhD, Columbia University  
(Japanese History)

**Hayrettin Yücesoy** ([http://jinelc.wustl.edu/people/y%C3%BCcesoy\\_hayrettin](http://jinelc.wustl.edu/people/y%C3%BCcesoy_hayrettin))  
PhD, University of Chicago  
(Medieval Middle Eastern History)

## Assistant Professors

**Monique Bedasse** (<http://history.artsci.wustl.edu/monique-bedasse>)  
PhD, University of Miami  
(Caribbean History)

**Venus Bivar** ([http://history.artsci.wustl.edu/venus\\_bivar](http://history.artsci.wustl.edu/venus_bivar))  
PhD, University of Chicago  
(Modern European History)

**Alexandre Dubé** (<http://history.artsci.wustl.edu/alexandre-dube>)  
PhD, McGill University  
(Early Modern Atlantic World)

**Douglas Flowe** (<http://history.artsci.wustl.edu/douglas-flowe>)  
PhD, University of Rochester  
(American History)

**Diana J. Montañó** (<http://history.artsci.wustl.edu/diana-montano>)  
PhD, University of Arizona  
(Latin American History)

**Christina Ramos** (<http://history.artsci.wustl.edu/christina-ramos>)  
PhD, Harvard University  
(Latin American History)

**Anika Walke** (<http://history.artsci.wustl.edu/anika-walke>)  
PhD, University of California, Santa Cruz  
(European History)

## Senior Lecturer

**Krister Knapp** ([http://history.artsci.wustl.edu/krister\\_knapp](http://history.artsci.wustl.edu/krister_knapp))  
PhD, Boston University  
(U.S. Intellectual History)

## Affiliated Faculty

**William Bubelis** (<http://classics.artsci.wustl.edu/bubelis>)  
Associate Professor of Classics  
PhD, University of Chicago  
(Classics)

**Adrienne D. Davis** (<http://law.wustl.edu/faculty/pages.aspx?id=5768>)  
William M. Van Cleve Professor of Law  
JD, Yale University School of Law

**Mary Ann Dzuback** ([http://education.wustl.edu/people/dzuback\\_mary-ann](http://education.wustl.edu/people/dzuback_mary-ann))  
Associate Professor of Education  
PhD, Columbia University  
(Education)

**Martin Jacobs** (<http://pages.wustl.edu/mjacobs>)  
Professor of Rabbinic Studies  
PhD and Habilitation, Free University of Berlin  
(Jewish, Islamic and Near Eastern Languages and Cultures)

**Zhao Ma** ([http://ealc.wustl.edu/people/ma\\_zhao](http://ealc.wustl.edu/people/ma_zhao))  
Assistant Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University  
(East Asian Languages and Cultures)

**Laurie F. Maffly-Kipp** (<http://rap.wustl.edu/bio/laurie-f-maffly-kipp>)  
Archer Alexander Distinguished Professor  
PhD, Yale University  
(Danforth Center on Religion and Politics)

**Rebecca Messbarger** (<http://rll.wustl.edu/people/messbarger>)  
Professor of Italian and Women, Gender, and Sexuality Studies  
PhD, University of Chicago  
(Romance Languages and Literatures)

**Eric P. Mumford** ([http://samfoxschool.wustl.edu/portfolios/faculty/eric\\_mumford](http://samfoxschool.wustl.edu/portfolios/faculty/eric_mumford))  
Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University  
(Architecture)

**Leigh E. Schmidt** (<http://rap.wustl.edu/bio/leigh-e-schmidt>)  
Edward C. Mallinckrodt Distinguished University Professor  
PhD, Princeton University  
(Danforth Center on Religion and Politics)

**Mark Valeri** (<http://rap.wustl.edu/bio/mark-valeri>)  
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics  
PhD, Princeton University  
(Danforth Center on Religion and Politics)

**Steven Zwicker** ([http://english.artsci.wustl.edu/Steven\\_Zwicker](http://english.artsci.wustl.edu/Steven_Zwicker))  
Stanley Elkin Professor in the Humanities  
PhD, Brown University  
(English)

## Professors Emeriti

**Henry Berger** ([http://history.artsci.wustl.edu/henry\\_berger](http://history.artsci.wustl.edu/henry_berger))  
PhD, University of Wisconsin

**Steven Hause** ([http://history.artsci.wustl.edu/steven\\_hause](http://history.artsci.wustl.edu/steven_hause))  
PhD, Washington University

**Derek M. Hirst** ([http://history.artsci.wustl.edu/derek\\_hirst](http://history.artsci.wustl.edu/derek_hirst))  
William Eliot Smith Professor Emeritus of History  
PhD, Cambridge University

**Gerald N. Izenberg** (<http://history.artsci.wustl.edu/izenberg>)  
PhD, Harvard University

**David T. Konig** ([http://history.artsci.wustl.edu/david\\_konig](http://history.artsci.wustl.edu/david_konig))  
PhD, Harvard University

**Max J. Okenfuss** (<http://history.artsci.wustl.edu/okenfuss>)  
PhD, Harvard University

**Peter Riesenberger** (<http://history.artsci.wustl.edu/peter-riesenberger>)  
PhD, Columbia University

**Richard J. Walter** (<http://history.artsci.wustl.edu/walter>)  
PhD, Stanford University

## Majors

### The Major in History

**Total units required: 28**

#### I. Introductory Courses (6 credits required)

One introductory survey (100-level)

One additional introductory course, chosen from any 100- or 200-level course home-based or cross-listed in History and taught by history department faculty. This course can be an introductory survey, but it does not have to be.

**\*Note:** A score of 5 on the AP European, U.S. or World History examination will constitute completion of the introductory survey. History 102C, History 163, or History 164 respectively, and 3 units of credit equivalent to History 102C, 163, or 164 will be awarded, for a maximum of 6 credits toward the major and/or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

#### II. Upper-Level Courses:

At least 18 300- or 400-level units **plus** a capstone experience (for a minimum of 22 advanced units). Requirements at this level include:

- at least one course designated "premodern" and one course designated "modern"
- at least one course from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, the United States, or transregional history (please refer to Notes below\*)

- History 301 Historical Methods, a required methods course for all majors
- the Capstone Experience: History majors must, prior to graduation, complete a capstone experience consisting of:
  - successful completion of the Senior Honors Thesis; **or**
  - an Advanced Seminar; **or**
  - an independent research project with a significant writing component (History 500); **or**
  - directed fieldwork in the historical or archival profession, with a significant writing component (History 4001/History 4002)

**\*Notes:**

1. International Baccalaureate: The department recognizes the superior preparation many students have received in the IB program; however, no credit is awarded for the International Baccalaureate.
2. The department recognizes that some students take their first history course, or develop an interest in majoring in history, only in their junior year, and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their adviser in History, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units in the minor remains 18, and in the major, 28.
3. All upper-level units must be separate courses, not double-counted toward a minor or second major. (Exception: Double majors may count one course for both majors if it is cross-listed between the two departments). Courses in the major are excluded from the credit/no credit option.
4. If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas the student counts toward the major must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count a transregional course that examines the comparative history of the U.S. and Latin America. But a student who has taken a transregional course on the U.S. and Latin America could take a course on either U.S. or Latin American history, and would then need to take a course covering an area other than the U.S. or Latin America in order to satisfy the third area requirement.

## Additional Information

**Fieldwork:** History majors are eligible for fieldwork at the Missouri Historical Society or at other museums. Opportunities also are sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

**Study Abroad:** Students are encouraged to participate in various overseas studies programs, which normally may fulfill up to 6 units of credit for the major or minor.

**Senior Honors:** Students who have a strong academic record may work toward Latin Honors. *It is recommended that students pursuing honors complete two advanced seminars in the junior year.* Students graduating with Latin Honors must meet GPA requirements and satisfactorily complete History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar, while writing a thesis during the senior year.

## Minors

### The Minor in History

**Units required:** 18

#### I. Introductory Courses (6 units required):

One introductory survey (100-level)

One additional introductory course, chosen from any 100- or 200-level course home-based or cross-listed in History **and** taught by history department faculty. This course can be an introductory survey, but it does not have to be.

#### II. Upper-Level Courses:

12 additional units, 9 of which must be at the 300 or 400 level.

**\*Notes:**

1. A score of 5 on the AP European, U.S. or World History examination will constitute completion of History 102C, History 163, or History 164 respectively, and 3 units of credit equivalent to History 102C, 163, or 164 will be awarded, for a maximum of 6 credits toward the minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.
2. All 18 units must be separate courses not double-counted toward the major or another minor. Courses in the minor may not be taken credit/no-credit.
3. The department recognizes that some students take their first history course, or develop an interest in declaring a minor in history, only in their junior year, and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their adviser in History, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units in the minor remains 18.

## Courses

Visit online course listings to view semester offerings for L22 History (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L22&crslvl=1:4>).

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### L22 History 101C Western Civilization

This course surveys the period from circa 3500 BCE to 1650 CE in the West. As we examine the civilizations of Mesopotamia, the ancient Mediterranean, and medieval and early modern Europe, we will focus on themes of cultural contact, conflict and change in order to understand the complex roots of conventional "western" history. Introductory course to the major and minor. Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L22 History 102C Western Civilization

This course provides an introduction to the history of modern Europe. It begins by following Europeans from the upheavals of the Enlightenment to the French Revolution, and from the industrial revolution to the era of nation-state building; continues by exploring how Europeans became embroiled in the scramble for empire, the era of "totalitarianism," and two disastrous world wars; and ends by examining how Europeans coped with the divisions of the Cold War, the collapse of communism, and the challenges of unification and resurgent nationalism. Introductory course to the major and minor. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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### L22 History 102D Barbarity and Civilization in Modern Europe

The history of modern Europe is one of both barbarity and civilization. While Europeans staged revolutions to fight for democracy and argued for universal human rights, they also trafficked in slaves and practiced genocide. This course is a survey of modern European history, from Columbus' arrival in the New World through the 20th century. While major historical events like the French and Russian Revolutions, or the World Wars, will certainly be covered in detail, we will also focus our attention on longer-term developments like the rise of nationalism, the changing status of women, and the importance of race and religion in defining what it has meant to be European. Lastly this course will serve as an introduction to the practice of history and will familiarize students with a variety of different approaches: political, cultural, economic, global, comparative, social and intellectual. As such, our readings will range from philosophical treatises and popular novels to academic articles and manifestos. Introductory course to the major and minor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 1119 Freshman Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

This course examines the history of racial thinking and the experience of race in Latin America. Topics covered include: concepts of "blood purity" in early modern Spain; the casta system in colonial Spanish America; indigenous and African identities; race, citizenship and nation-building; whitening projects; discourses of mestizaje or "race mixture"; and the intersection of race, gender and class. While the focus of the course will be on the complexities of race in Latin America, a

place of enormous ethnic and cultural diversity, we'll also be looking to draw comparisons to the history of race in the U.S. Credit 3 units.

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### L22 History 1500 Silver, Slaves and the State: Globalization in the 18th Century

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L22 History 154 Freshman Seminar: Saints and Society

The topic of this course is saints and society in medieval and early modern Europe. It explores the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they drew. It considers saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence. Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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### L22 History 1550 Temple & Palace in World History:

#### Approaches to Religion and Politics in the Middle East

This course aims to examine the ways in which temple and palace cooperated with and competed against each other in the Middle East from ancient to the present times. As sites of spiritual and political power, temples and palaces have played a major role in human history. They have been a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families and societies. The course will trace how their interactions produced various models of authority, law and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies. Introductory course to the major and minor. Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 163 Freedom, Citizenship and the Making of American Life

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor. Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM

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**L22 History 164 Introduction to World History: The Second World War in World History**

As an introduction to world and comparative history, this course tours the globe in an era when the world was engulfed by war. The Second World War was a period of intense violence, upheaval, and profound change that touched every continent in one way or another by destroying, remaking, and inventing international, domestic, and local institutions. Where conventional studies of the conflict focus on military and diplomatic matters, this course surveys the causes, scope and consequences of World War II for a representative sample of the common people of Europe, the Americas, Africa, the Middle East and Asia. It uses the war's influence on race, gender, disease, propaganda, technology, literature, film, music and material culture to introduce students to the basic concepts and methodologies of world and comparative history. Introductory course to the major and minor.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

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**L22 History 1640 Health and Disease in World History**

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors — from religious beliefs and dietary practices to inequality, poverty, empire and war — in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 1680 Beatrice's Last Smile: A History of the Medieval World, 200-1500**

The medieval world, stretching from the Mediterranean to the Americas, lasted from the third to the 16th centuries. This course is a sweeping historical narrative framed around holiness. By vividly interweaving stories about men, women, children, gods, angels and demons, it is possible to evoke the reality of holiness in ideas, spaces, buildings, smells, rivers, religion, art, noises, trees, blood, shoes, etc., from one century to another. Students study the Late Roman Empire, Christianization, paganism, the "barbarian" invasions, the rise of Islam, the Carolingians, Vikings, Anglo-Saxons, and the Crusades, just to name a few. Students read poets, philosophers, historians and novelists, which are often the only surviving fragments of wills or testimonies.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L22 History 176 Freshman Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism**

This course invites students to explore the varieties and limits of Jewish identity in a world in which nations appear to be the driving forces of history. In the "age of nationalism," beginning in the second half of the 18th and continuing to the end of the 20th century, traditional forms of Jewish identity as well as the place of Jews within the social fabric became problematic. Who were

the Jews as individuals and as a collective? A nation? A religious group? Neither exactly? And what was their relationship to the emerging, modern nations of Europe to be? Did the process of emancipation resolve the problem? To what extent was antisemitism a response to the dilemma of defining and situating Jews in the new European order? How has the existence of a Jewish nation state in the Middle East affected Jewish identity in other parts of the world? Finally, how has globalization altered the relationship of Jews to the state as well as toward other Jews?

Same as L75 JINE 176

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 1771 Freshman Seminar: Jewish and Islamic Migrations in the 20th Century**

This course will investigate how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We will explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We will investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been reimagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We will analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism and music.

Same as L75 JINE 1771

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L22 History 1ABR History Course Work Completed Abroad**

Students who wish to study overseas must contact the Department of History's Study Abroad Advisor. Please visit our website for more information.

Credit variable, maximum 12 units.

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**L22 History 2006 "Reading" Culture: How to Read Images: Visual Culture and Visual Literacy**

Consult section description.

Same as L98 AMCS 206

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 201A Puzzles and Revolutions: Text and Tradition**

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science has, by virtue of its role in the development of technology and the improvement of health, brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Same as L93 IPH 201A

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: SCI EN: H

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**L22 History 2061 Sophomore Seminar: The Culture of Death in East Asia**

This course explores a wide range of historical themes pertaining to death in East Asia. The key question addressed in this course is how and why people in the past understood and experienced death in certain ways. We will attempt to answer this question by exploring historical and cultural terrains that shaped the ways in which people conceptualized death and afterlife in China, Korea and Japan, throughout the medieval, early modern and modern periods. We will also examine a rich array of topics through which scholars have approached the culture of death, such as death rituals, material culture and ghost stories. Students are encouraged to think comparatively and contemplate both continuities and changes in ideas, practices and anxieties of death throughout the historical landscape.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

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**L22 History 2081 History, Text, and Identity: An Intro to Jewish Civilization**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JINE 208F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, IS EN: H

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**L22 History 2090 Freshman Seminar: Chinese Diasporas**

China has had one of the most mobile populations in world history. This freshman seminar explores migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500-present). Rather than focus exclusively on the history of China or the Chinese overseas, this course more broadly considers practices and networks that sustained and linked internal and external migrations.

Credit 3 units. A&S: TH BU: IS EN: H

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**L22 History 2091 Freshman Seminar: The City in Early Modern Europe**

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course examines how men and women, rich and poor, established citizens and marginal groups, tried to understand and manage life in the city. Their

conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include: urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD BU: BA, HUM

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**L22 History 2093 Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention**

Deciding when and when not to intervene in the affairs of a foreign and autonomous state has become a hot-button issue in light of the occupation of Iraq and Afghanistan, and of the more recent lending of support to Syrian rebels. In this course, students will examine the emergence of the "international community," the development of human rights, the rise of the war correspondent as a mythical figure, the creation of supranational political and military institutions, the influence of the media on public sympathies, and the changing nature of global politics. Case studies may include: the Greek War of Independence, the Crimean War, the break-up of the Ottoman Empire, the Spanish Civil War, the Second World War, the Vietnam War, Apartheid in South Africa, the Rwandan genocide, the Somali Civil War, and the Balkan conflicts of the 1990s.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: BA EN: H

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**L22 History 209C America to the Civil War**

The American experience from the age of Columbus to that of Lincoln; development of distinctive American patterns of thought, culture, society, politics and religion. Topics include efforts to cope with the wilderness; colonial maturity and the development of revolutionary ideology; defining the American character; literature and art for a new republic; the impulses of religion, idealism and perfectionism.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM

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**L22 History 210 America from the Civil War**

This is a course in modern American history. We begin with Reconstruction after the Civil War, with the transition of the United States from an agricultural nation to an urban industrial one. We will investigate changes in technology, urban growth, and immigration, and new ideas of government and nationalism as the United States achieves its position as a world leader through World War I and II, the Cold War, and the global world of the 21st century.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L22 History 2118 Freshman Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History**

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation-building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the 20th century. Besides looking at their political and economic lives, students will explore the

changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L22 History 2119 Freshman Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities**

What does it mean to identify as mestizo, moreno or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

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**L22 History 214C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. Same as L75 JINE 210C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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**L22 History 2152 The Theory and Practice of Justice: The American Historical Experience**

This introductory course uses historical case studies combined with readings in law, literature and philosophy to illuminate key episodes where definitions of justice were contested in 19th- and 20th-century America. Some of the conflicts to be explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation"; 20th-century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and '70s; and recent debates over affirmative action and gay marriage. Attendance required.

Same as L98 AMCS 2152

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM

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**L22 History 2157 Freshman Seminar: The Meaning of Pakistan: History, Culture, Art**

Pakistan is the second-largest Muslim nation and the sixth most populous country in the world. Flanked by two rapidly growing superpowers and continually at the forefront of another global entanglement over Afghanistan, Pakistan has been forged through successive world historical epochs: colonialism, decolonization, the Cold War, neo-liberalism and the War on Terror. This course situates Pakistan in the context of U.S. imperialism, Indian regional hegemony, Chinese globalization and then turns to the powerful and diverse struggles launched by its own citizens against these external forces.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L22 History 2170 How to Sit on an Iron Throne: Reading (Early Modern) Politics and Violence Through Game of Thrones**

This class will attempt to enthusiastically pillage *Game of Thrones* and investigate what possible storylines were supplied by the history of 15th-17th century Europe. These storylines are heavily politicized in *Game of Thrones* and thus offer an exceptional opportunity to investigate how early modern men and women thought about power, fought with words and gift, built loyalties, betrayed one another, killed one another, married one another, and fielded armies of soldiers and cronies. Through the characters of Jon Snow and Tyrion Lannister, students will study the historical stain of bastardy, and with the help of Cersei Lannister, Catelyn Tully and Arya Stark, the place of women in webs of power will also be examined.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L22 History 2171 Who Died and Made Them Kings? People, Politics and Power in the Atlantic World, 1500-1800**

Who were the few, and who were the many, in the early-modern Atlantic World? The discovery of the Americas and the coalescing of an Atlantic World would do much to transform profoundly the common understanding of the body politics in the early-modern world. The Americas provided new models of kingship and empire; Aztecs and Incas ruled in ways which both seemed familiar and strange to Spaniards' eyes. In the Caribbean, the North, and the Amazon, nomadic and semi-nomadic nations presented even more puzzling situations, where no one seemed to rule. And yet other nations, such as the Iroquois, were experimenting with new political forms. This course is thus focused on tracking this multitude of experiences from a socio-political and anthropological perspective, rather than through intellectual history.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 2250 Freshman Seminar: African-American Women's History: Sexuality, Violence, and the Love of Hip-Hop**

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women's history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of black women. This course will explore the lived experiences of black women in North America through a significant focus on the critical themes of violence and sexuality. We will examine African-American women as the perpetrators and the victims of violence and as the objects of sexual surveillance, as well as explore a range of contemporary debates concerning the intersections of race, class and gender, particularly within the evolving hip-hop movement. We will take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.

Same as L90 AFAS 2250

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 2255 Freshman Seminar: The Caribbean and the World**

For many, the Caribbean evokes images of an exotic place with beautiful beaches, friendly, happy "natives" and unbridled hedonism. Yet, much more than a distant vacation destination for "first world" consumption, the Caribbean has long been closely intertwined with major events in World History. This course explores the ways in which the Caribbean has been a part of the making of World History, beginning in the 14th century and ending in the contemporary period. Themes covered will include: capitalism and slavery; the Haitian Revolution and its global reverberations; U.S. imperialism in the Caribbean; the impact of Caribbean migration on British culture; Caribbean sports; music and food in a global context; and the contributions of Caribbean thinkers to anti-colonial and anti-imperialist thought and action. Credit 3 units. A&S: CD A&S IQ: LCD BU: IS EN: H

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**L22 History 2356 From St. Louis to Shanghai: Cities and Citizens in Global Urban History**

This course is designed to give students an introduction to key themes and scholarship in urban history. Readings and class discussions will examine how cities change over time, how urban spaces are continually built and rebuilt, and the way in which activists and government officials assert power. The course will span a large geographical and chronological scope. Special attention will be paid to St. Louis, in relation to urban spaces around the globe, especially Chinese, Brazilian and Indian cities, to reveal how an international framework forces us to rethink what we know about cities and what the concept of "urban" means.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L22 History 2400 Not Members of This Club: Women and Slaves in the Greco-Roman World**

Both the Athenian Democracy and the Roman Senatorial Oligarchy were societies in which political power was the exclusive property of free, citizen males. With very few exceptions, the astounding accomplishments of those societies were also the creations of free, citizen males. This course examines the lives of two disparate but comparable groups of outsiders within Greek and Roman society. The status, rights and accomplishments of Athenian and Roman women are explored and placed in the context of other premodern societies. Likewise, the institution of slavery in Greece and Rome is explored and compared with other slave-holding societies, ancient and modern.

Same as L08 Classics 240

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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**L22 History 2440 Introduction to European Studies**

This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises will include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester will consider contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.

Same as L97 IAS 244

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 2443 Freshman Seminar: The Nuremberg Trials and International Justice**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials — the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L22 History 2561 Urban America**

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and considers urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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**L22 History 2590 Freshman Seminar: From the "City on a Hill" to 9/11: Religion and Social Justice in America**

From the Puritans' search to build the "city on a hill," to the growing conflation of Islam with terrorism, Americans have long nurtured a self-identity as "God's chosen people," an idea that has helped them justify and normalize a theology of both conquest and suffering. This course will analyze how religion served to both buttress and contest notions of social domination, punishment, reform and revolution in the U.S. from the colonial era to the present. Topics will include the American Jeremiad, abolitionism, slave rebellions, Native American Catholicism, Fundamentalism, the Catholic Worker Movement, Pacifism, the Black Freedom Struggle, the Moral Majority, and Post-9/11 military and gender interventions with the Islamic world.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 260 Migrations in Past and Present: An Introduction to Migration Studies**

The course, grounded in a multidisciplinary approach, provides an introduction to the study of migration, featuring significant mass movements in the past 150 years and crucial concepts of historical and theoretical analyses of the movement of people. Course units explore continuities, trends and shifts in human migration and migration policy and how they affect individual immigrants' lives. A variety of sources, such as oral history, films, novels, legal documents and scholarly secondary analysis help students to consider different perspectives on internal and international migrations, from the individual migrant to civil society, from political regulation to economic consideration. Throughout the course, students deepen their understanding of

migration as a result of social transformation, force or individual choice. We study concepts of the nation-state and citizenship, the political economy of migration, gender, sexuality and migration, and notions of identity and social inclusion more generally to build a sound critique of contemporary discourses on immigration.

Same as L97 IAS 260

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture**

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip-hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African diaspora.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 270 Globalization and its Discontents**

Today, the heady promises of globalization appear to have failed us. The notion of global markets and global citizens seems to have remained at best, an ideal. Meanwhile the world's majority has witnessed a staggering decline in education, nutrition, health and even physical mobility. Nowhere have these developments passed unquestioned: from the rise of the so-called Maoist insurgency in India to the Occupy movement in the U.S., people and especially the youth have expressed their outrage in creative and unconventional ways. This course plots the long and necessarily violent history of forging global interconnections. The lens for our analysis will be India, South Asia and their relationship with the United States. We will approach a range of novels, films and popular cultural artifacts as we build our own understanding of the nature, critique and promise of globalization.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 280 Freshman Seminar in Religious Studies: Miracles**

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Sexuality in Early Christianity; Miracles; and The Self in Chinese Thought.

Same as L23 Re St 180

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L22 History 2850 Freshman Seminar: 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 sixty 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 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.

Same as L61 Focus 2850

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L22 History 299 Undergraduate Internship in History**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file.

Credit variable, maximum 3 units.

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**L22 History 2ABR History Course Work Completed Abroad**

Students who wish to study overseas must contact the Department of History's Study Abroad Advisor. Please visit our website for more information.

Credit variable, maximum 12 units.

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**L22 History 3002 Independent Work**

Permission of the instructor is required.

Credit 3 units.

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**L22 History 3011 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JINE 3012

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD EN: H

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**L22 History 301E Historical Methods in East Asian History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is placed on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH

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**L22 History 301F Historical Methods — African History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH

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**L22 History 301L Historical Methods — Latin American History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 301M Historical Methods — Middle Eastern History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH BU: IS EN: H

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**L22 History 301R Historical Methods — European History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L22 History 301S Historical Methods — South Asian History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH

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**L22 History 301T Historical Methods — Transregional History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft.

Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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**L22 History 301U Historical Methods — United States History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L22 History 3026 Home, Bittersweet Home: Histories of Housing and Homeownership in America Since 1850**

The idea of owning one's own home has been central to realizations of the American dream or the "good life." By 1931, Herbert Hoover called the idea "a sentiment deep in the heart of our race and of American life." While the dream continues, the reality of homeownership has been elusive or fraught with struggle and sacrifice for many Americans. If home ownership is such a central part of American identity, why have so many generations of Americans struggled to achieve it? In this course, we explore the histories of different versions of home and homeownership by touching down in different locations at pivotal moments in order to investigate the varied meanings of housing and homeownership in the context of a particular place and time in American history. Using a case-study approach, the course travels across time and space to explore diverse forms of housing, including the following: the big house and slave house in the South under slavery, the immigrant tenement in New York City, the company town in south Chicago, the Midwest homestead, the planned postwar suburban neighborhood, high rise public housing and gated communities. This format exposes students to the important role of federal and local policies as well as themes of housing including: homes as private and domestic realms; housing as a commodity and the largest form of American debt; housing as an icon and encoder of social status; housing as exclusionary and inclusionary; housing as racial or socioeconomic discrimination; the suburbs and their discontents; and the recent housing crisis.

Same as L98 AMCS 3026

Credit 3 units. A&S: TH A&S IQ: HUM, SD BU: BA EN: H

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**L22 History 3043 Renaissance Europe**

The Renaissance was a time of tremendous cultural change, global expansion and political and religious conflict that gave birth to the modern world. Yet, these dynamic developments were produced by an anxious society, where limited technological capabilities and an increasingly rigid system of social and gender divisions discouraged innovation and encouraged repressive measures. This course seeks to answer the question of how these contradictory impulses shaped the European Renaissance.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: ETH EN: H

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**L22 History 3044 Humors, Pox and Plague: Medieval and Early Modern Medicine**

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

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**L22 History 3056 Material Culture in Modern China**

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life. Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories. Same as L48 Anthro 3056

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L22 History 3060 East Asia Since 1500**

This course seeks to explain the emergence of three of the most dynamic societies in early modern (1500-1800) and modern (1800-present) times: China, Korea and Japan. In addition to offering an introductory overview of East Asian history, this course provides an alternative view to American and European interpretations of early modern and modern world history. Rather than imagining East Asia as a passive actor in history, this course explores the ways in which East Asia has shaped global modernity.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3066 The American City in the 19th and 20th Centuries**

This course explores the cultural, political and economic history of U.S. cities in the 19th and 20th centuries. The course focuses on New York, Chicago, St. Louis, Los Angeles and Atlanta, although other cities may be included. Students conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization and race and gender relations in American cities.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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**L22 History 3067 Current Topics in the History of Medicine**

Mental health — its diagnosis, social implications and experience — is a central and increasingly visible part of the practice of medicine. This course explores "madness." How have different societies explained and responded to states of mind, behavior and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the premodern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race and mental health.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L22 History 3068 The Human History of Climate Change**

While climate change has become a hot-button issue in recent decades, it is by no means a new concern. Advisers to the king of France were warning against deforestation in the 18th century and 19th century. Scientific experiments revealed the arrival of acid rain in the industrial centers of Great Britain. This course examines the longer history of climate change and how it has been addressed as a scientific, political and environmental issue. Students will be introduced to the field of environmental history and explore how the methods of this field of inquiry challenge traditional historical categories.

Credit 3 units. A&S: SS BU: HUM EN: S

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**L22 History 306M Visualizing Segregation**

This interdisciplinary course is designed to introduce students to the history of three of America's major cities. We will explore the political, social, and cultural histories of each of these cities while tracing changes in architecture and the built environment. We chose these three cities for their diverse and intersecting histories. In many ways, St. Louis, Chicago, and New Orleans represent the major social and political forces that forged the modern American city. From westward expansion and the growth of the slave system, through mass European immigration and industrialization, the rise of Jim Crow and the decline of American industry, suburbanization, mass incarceration, and gentrification: all are visible in the landscapes of these American cities. Segregation of social groups, so often seen as natural or inevitable, is the result of historical processes, political decisions, public policies and individual actions. The course, in addition, will provide students with the opportunity to use some of the research techniques employed by urban scholars. We will engage in a major research project, tracing the history of St. Louis through a variety of primary sources. Our aim will be to trace the historical processes that generated urban landscapes divided along lines of race, class, ethnicity or religion.

Same as I50 InterD 306M

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 3072 Cracks in the Republic: Discontent, Dissent, and Protest in America, 1950-1975**

This course examines the rise and impact of several major political, social and cultural protest movements in the United States during the middle part of the 20th century. It focuses on the Beats, Civil Rights, New Left, Anti-Vietnam War, Counter-Culture, Black Nationalism, Ethnic Consciousness, Women's Liberation and Gay/Lesbian Liberation, and contextualizes these

movements within major national and international developments including Jim Crow and de facto segregation, middle-class ennui, and the Cold War. We will pay special attention to the role of youth activism and the methods of dissent and protest used to challenge the status quo.

Credit 4 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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### L22 History 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation-states that oppose them, particularly the United States and its allies. The course concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 3082 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history and culture of American exceptionalism — the idea that America has been specially chosen or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class reassesses with the help of modern critics. In the second part of this class, we broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L22 History 3091 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We investigate changing economic, cultural and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. We focus primarily on how various social commentators, political activists and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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### L22 History 3105 American Holidays, Rituals and Celebrations

This seminar examines a variety of holidays, festivals, and rituals in American history and culture. Topics include: conflicts

over Christmas, the sentiments of greeting cards, African-American emancipation celebrations, Roman Catholic festivals dedicated to the Virgin Mary, modern renderings of Jewish ritual (including Hanukkah), the masculinity embodied in fraternal lodge ceremonies, Neopagan festivals, and Halloween Hell Houses. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and civic ceremony, moral order and carnival, through this topical focus on ritual and performance. A major emphasis is also placed on original research and writing, evident in the weight given the concluding seminar report and the final paper.

Same as L98 AMCS 3105

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L22 History 310C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World

We trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JINE 301C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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### L22 History 3122 Race, Caste, Conversion: Social Movements in South Asia

It is a truism that caste-based injustice is one of the abiding forms of inequality in South Asia. But what precisely is a caste, and how is injustice to be removed? In this course, students explore different theories of caste, beginning with the race-inflected theories of the 19th century; and different approaches to the remediation of inequalities, including social reform, religious conversion, political organization and legal remedies. Students also compare caste reform with gender reform and consider how the experience of caste is inflected by gender.

Credit 3 units. A&S: TH, CD, SD EN: H

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### L22 History 313C Islamic History: 600-1200

The cultural, intellectual and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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### L22 History 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to World War I). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how

they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity. Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L22 History 314C Islamic History: 1200-1800

An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal periods (600-1000) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course is not a "survey" of this period but a series of "windows" that allows students to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS

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### L22 History 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism). Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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### L22 History 3153 Sex and Gender in Greco Roman Antiquity

Ideas about sex and gender have not remained stable over time. The ancient Greeks and Romans had their own ideas — ideas that strike us today as both deeply alien and strikingly familiar. This course will consider questions such as: What constituted "normal" sex for the Greeks and for the Romans? What sex acts did they consider to be problematic or illicit, and why? What traits did the Greeks and Romans associate with masculinity? With femininity? How did society treat those who did not quite fit into those categories? How did peoples of the ancient world respond to same-sex and other-sex relationships, and was there an ancient concept of "sexuality"? How did issues of class, ethnicity and age interact with and shape these concepts? How does an understanding of these issues change the way we think about sex and gender today? We will read an array of ancient texts in translation, consider various theoretical viewpoints, and move toward an understanding of what sex and gender meant in the ancient world.

Same as L08 Classics 3152

Credit 3 units. A&S IQ: HUM, LCD, SD BU: BA EN: H

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### L22 History 3161 Chinese Social History: Urban Transformations

The course examines major themes and debates in Chinese urban history since the mid-19th century. Topics include: the Western impact; the construction of modernity; elite activism and authoritarianism; consumerism and nationalism; shifting gender roles; political mobilization and social networking; and the Communist revolution. Understanding and analyzing the nuance and difference in views and interpretations in historical writings (historiography) are essential.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L22 History 3162 Early Modern China: 1350-1800

This course examines political, socioeconomic and intellectual — cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early-modern indigenous developments as increasing commercialization, social mobility and questioning of received cultural values.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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### L22 History 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L03 East Asia 3163

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 3165 The Chinese Diaspora to 1949

China has had one of the most mobile populations in world history. This course will explore migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500-present). Specific topics will include: the internal migration that has helped to consolidate the borders of the modern Chinese state, such as Chinese migration to the southwest in the 18th century, to Taiwan in the 18th and 19th centuries, and into western China in recent decades as well as overseas Chinese migration to Southeast Asia, Australia, Europe, and the Americas, including St. Louis. In addition to examining how Chinese immigrants have adapted to local conditions both within and outside China, this course will explore the practices that have created and sustained diasporic networks in nearly every part of the world today.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 316C Modern China: 1890s to the Present**

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS

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**L22 History 3172 Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings — the internet as well as the academy, art and film as well as the streets — and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings. Same as L77 WGSS 3172

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L22 History 3192 Modern South Asia**

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anticolonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

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**L22 History 3193 Engaging the City: The Material World of Modern Segregation**

Consult course listings for current offering.  
Same as L98 AMCS 3190

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: FAAM BU: BA EN: S

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**L22 History 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures and farm lands, rivers and rainfall, animals and humans? We ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course covers examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3202 Japan From Earliest Times to 1868**

A survey of the history of the Japanese archipelago from prehistory to the Meiji Restoration of 1868, this course is designed to acquaint students with pre-industrial Japanese society and the discipline of history. In addition to tracing political, social and cultural narratives across time, we focus on three themes: the emergence of a centralized state and the subsequent transition from aristocratic to warrior to commoner rule; interactions with the world beyond Japan's borders; and issues of gender and sexuality.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3212 Special Topics in History: Keble College, Oxford**

For more information, please visit the Departments of History's website or contact the director of undergraduate studies.

Credit variable, maximum 10 units. A&S: TH

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**L22 History 321C Introduction to Colonial Latin America until 1825**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: HUM

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**L22 History 3220 Modern Mexico: Land, Politics and Development**

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L22 History 322C Modern Latin America**

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race and ethnicity; the Mexican and Cuban Revolutions; U.S. intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with

an understanding of the region, it focuses primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

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**L22 History 3230 Black Power Across Africa and the Diaspora: International Dimensions of the Black Power Movement**

This seminar explores the Black Power Movement as an international phenomenon. By situating Black Power within an African World context, this course examines the advent and intersections of Black Power politics in the United States, parts of Africa (including Ghana, Algeria, Nigeria and Tanzania), the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South America (Brazil) and Canada. Particular emphasis is placed upon unique and contested definitions of "Black Power" as it was articulated, constructed and enacted in each region.

Same as L90 AFAS 3231

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 3260 Topics in EAS: Divine Catastrophe, Human Calamity: Environmental Disasters in Chinese Lit & Culture**

A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L22 History 3262 The Early Medieval World: 300-1000**

A principal theme of this course is the Christianization of Europe. From the emergence of the Christian church in the Roman Empire and the conversion of the emperor Constantine in 312 through the turbulent adoptions of Christianity by different cultures in the Early Middle Ages; the rise of Islam in the seventh century; the Arab conquests of north Africa and southern Europe; and the Byzantine empire, especially in Constantinople.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3263 The High Middle Ages: 1000-1500**

This course begins with the first millennium in the West and ends with the arrival of Europeans in the Americas. The course explores topics such as the relationship of popes to kings, of cities to villages, Jews to Christians, of vernacular literature to Latin, knights to peasants, the sacred to the profane. Topics include: different forms of religious life; farming; heresy; the shift from a penitential culture to a confessional one; the crusades; troubadour poetry; the Mongol Empire; universities; leprosy; and the conquest of New Spain.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L22 History 3266 Scholarship and the Screen: Medieval History and Modern Film**

Historical films are surprisingly accurate reflections of modern historiographical trends in the study of the Middle Ages. This course uses films on the Middle Ages, medieval documentary evidence, scholarship from the time the film was released, and current scholarship. It explores the shifts in historical interpretation of the Middle Ages over the past century and engages in debates over what evoking the past means for the scholar and the filmmaker.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L22 History 3293 Beautiful Losers: The French in North America, 1500-1850**

Adventurous fur-traders, fun-loving carnival-goers, magnanimous noblemen, simple but goodhearted Catholic peasants: the portrait of the French in the Americas rarely goes beyond these time-honored stereotypes. The French have usually been treated as quaint remnants of a bygone age, vanquished first by the British army, and then by the march of modernity. This class seeks to rescue these historical actors from the typecasting to which we often condemn them. Through this examination of the French presence in the Americas, we will rethink and revisit the familiar stories of British North America, stories of slavery, commerce, property, piety and migration. The contrasted differences will also allow us to reflect on the nature of colonialism and question some ready-made understandings about colonial British America and the Early Republic.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L22 History 3306 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L22 History 330C Culture & Identity: The Politics of Black Criminality and Popular Protest**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester; refer to Course Listings for description of current semester's offering.

Same as L98 AMCS 330C

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L22 History 331 19th-Century China: Violence and Transformation**

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism, and from within, in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we explore the ways in which the origins of the dynamic society and economy found in China today, as well as the worldwide influence of overseas Chinese, can be traced to this century of turmoil.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM,  
HUM Art: HUM, HUM BU: IS

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**L22 History 3320 Explosion on Contact: Combustible  
Politics of Medical Science in America from Colonial Times-  
Present**

From Cotton Mather in 1721 weighing in on the rectitude of smallpox vaccination in Massachusetts to actor Michael J. Fox joining the 2006 Amendment 2 stem-cell debate in Missouri, Americans have fought vehemently about the politics of medical science. Arguments over what counts as legitimate medical science, and about the proper relationship of such science to public policy, have been central in U.S. political contestation over such seemingly unrelated themes as: immigration, race, imperialism, gender, sexuality, reproduction, crime and punishment, land use, ethics and religion.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 333 The Holocaust: History and Memory**

Origins, causes and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; and contemporary implications of the Holocaust for theology and politics.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM  
BU: ETH, HUM, IS EN: H

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**L22 History 3340 Gender, Health, and Resistance:  
Comparative Slavery in the African Diaspora**

Slavery is a field of historical study that continues to undergo considerable transformation within scholarly investigation. As such, scholars have sought to initiate much broader understandings of the evolution of slavery across both time and geographical space. This course will utilize a comparative approach to examine the experiences of enslavement common throughout the African diaspora, particularly within the United States, the Caribbean, and parts of Latin America. Some themes briefly covered within this course include: gender, sexuality, community, resistance, medicine, labor and culture.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 334C Crusade, Conflict, and Coexistence: Jews  
in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world — a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH, HUM,  
IS

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**L22 History 3352 China's Urban Experience: Shanghai and  
Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L03 East Asia 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3354 Vienna, Prague, Budapest: Politics, Culture  
and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy) — structures which both balanced and exacerbated ethnic, religious, and social struggles — in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest and Prague were the most visible. This course seeks to put all of these elements into play — empire, nation, urban space, religion and ethnicity — in order to illustrate what it has meant to be modern, creative, European, nationalist or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supranational constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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**L22 History 335C Becoming "Modern": Emancipation,  
Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM

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**L22 History 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L22 History 3402 Money and Morals in the Age of Merchant Capital**

Current events have showcased both the tremendous power and the moral questions surrounding global capitalism. Neither of these elements is new. Between the late medieval period and the 18th century, Europe underwent an economic transformation that, while creating an expansive and dynamic European economy, also prompted much debate and discussion about the changing patterns of production, consumption and social relations that went hand-in-hand with new economic practices. As state officials worked to make economic policies fit in with national priorities, other writers proclaimed that stock market bubbles, shady business practices, and the materialism and fickleness of consumers signaled the decline of morality and civilization. This course examines both theory and practice to develop a cultural history of merchant capitalism. Topics covered include: merchant training, the creation of public financial and stock markets, proto-industrialization, European colonization and trade, mercantilism, the figure of the merchant in literature, and Adam Smith's *The Wealth of Nations*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS

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**L22 History 3413 Women in Early Modern Europe**

From the Renaissance to the Enlightenment, European women experienced tremendous change as Europe witnessed religious upheaval, economic retrenchment, political consolidation and intellectual revolution. However, many of the core ideas about women's role and status remained remarkably stable during this period, and women continually struggled to create opportunity for themselves. We examine both the changing and unchanging nature of women's lives through sources such as conduct manuals for women; biographies about women from different economic, social and religious backgrounds; and the works of female authors.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L22 History 3414 The World is Not Enough: Europe's Global Empires, 1400-1750**

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia and the Americas was a transforming event for world history and for

its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3416 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender-specific experiences of genocide.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA, IS EN: H

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**L22 History 341C Ancient History: The Roman Republic**

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development, and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero.

Same as L08 Classics 341C

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L22 History 3420 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Same as L98 AMCS 3422

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L22 History 3424 Childhood Culture and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L22 History 342C Ancient History: The Roman Empire**

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite.

Same as L08 Classics 342C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM, SSC BU: HUM, IS EN: H

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**L22 History 343C Europe in the Age of Reformation**

How should people act toward each other, toward political authorities and toward their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society and politics. In this class we examine the development of Protestant and Radical theology, the Reformers' relations with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims and Anabaptists, and the experiment of the New World.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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**L22 History 3445 Riots and Revolution: A History of Modern France from 1789 to the Present**

This course surveys the history of France in the 19th and 20th centuries, from the French Revolution through the European Union. The focus in this course will be on the relationship between Paris and the provinces and how the dynamic between the seemingly all-powerful capital and its periphery, both colonial and metropolitan, played into the history of modern France. Major topics include: the legacy of the French Revolution; the development of French nationalism; popular political uprisings; the meaning of modernity; colonialism; French cultural capital; and the changing fortunes of France on the international stage.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3447 Visualizing Blackness: Histories of the African Diaspora Through Film**

The African diaspora and, more importantly, variations of blackness, black bodies, and black culture have long captured the imagination of audiences across the globe. Taking a cue from exciting trends in popular culture, this course bridges the world of history, film and culture to explore where and how historical themes specific to African-descended peoples are generated on screen (film and television). Fusing the film world with digital media (i.e., online series and "webisodes") this class allows students to critically engage diasporic narratives of blackness that emerge in popular and independent films not only from the United States but other important locales including Australia, Brazil, Britain and Canada. Moving across time and space, class discussions center on an array of fascinating yet critical themes including racial/ethnic stereotyping, gender, violence, sexuality, spirituality/conjuring and education. Students should be either of junior- or senior-level and have taken at least one AFAS course. Permission of the instructor is required for enrollment.

Same as L90 AFAS 3447

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L22 History 3450 Modern Germany**

This course surveys the political, social, economic and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to postwar division and reunification. A major focus is the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to "break with the past" after 1945.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L22 History 346C Greek History: The Age of Alexander**

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.

Same as L08 Classics 346C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L22 History 3470 Gender and Citizenship**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity or humanity? Prerequisite: previous course work in Women, Gender, and

Sexuality Studies or permission of the instructor. Not open to students who have taken WGSS 210.

Same as L77 WGSS 347

Credit 3 units. A&S: TH, WI BU: BA EN: H

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**L22 History 3481 Rethinking the "Second Wave": The History of U.S. Feminisms, 1960-1990**

The U.S. women's movement has been called "the 20th century's most influential movement," but until recently assessments of its origins, characteristics and impact have been largely impressionistic and subjective, left to movement participants and popular culture. Building on a recent explosion of historical studies of American feminism, this course examines the history of the so-called "second wave" of the women's movement from its origins in the early 1960s to its alleged demise in the late 1980s. Topics covered include the origins of feminist activism; the traditional history of the women's movement and recent revisions; how race and class shaped the feminist movement; how feminist ideas and organizing transformed American society; feminism and individual experience; and responses to the women's movement. In this discussion-based course, we read scholarly analyses of the women's movement as well as memoirs, popular essays and many primary documents from the period.

Same as L77 WGSS 348

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 3490 Europe in the 20th Century**

In 1914, several European nations dominated much of the world through vast overseas empires in which they exercised military, political and economic power. This course explores the decline, fall and slow return of the "new Europe" by examining the history of Europe from World War I to the present. It considers the decline of Europe brought about by two devastating wars, and the crucial impact of war and genocide in shaping European politics, society and culture; the place of Europe in the Cold War; and the European retreat from empire in the post-war era.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 3512 Muhammad in History and Literature**

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc., literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Same as L75 JINE 351

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L22 History 3521 Topics in American Culture Studies: Visions of the Machine in 20th-Century Art, Film, and Literature**

The topic of this course varies from semester to semester. Please consult Course Listings for a description of the current offering.

Same as L98 AMCS 3520

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L22 History 3554 Revolution with an Accent: The Haitian and French Revolutions, 1770-1805**

How can politics enact fundamental changes? What makes those changes a "revolution"? How do we judge the legitimacy of such changes? When these questions arise over the course of ordinary political arguments, the example of the French Revolution often looms large, casting a shadow tinted with blood and Terror. Much less present in the collective political imagination is the Haitian Revolution. These two events are complex and complicated, and are filled with fascinating, chilling, inspired characters, enflamed rhetoric and challenging questions. This course examines both the unfolding of events and the rise and fall of protagonists within these two revolutions and explores the ways that issues such as religion, state finance, loyalty, race and slavery became politicized.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L22 History 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations and films. Students receive a foundation in Soviet political, social and cultural history with deeper insights into select aspects of life in Soviet society.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L22 History 3561 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru — Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations.

Same as L97 IAS 356

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: IS EN: S

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**L22 History 3563 Ancient Sport and Spectacle**

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games — and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own.

We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Same as L08 Classics 3563

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L22 History 359 Topics in European History: Modern European Women**

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographical focus is on Britain, France and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman"; women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers and factory hands.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

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**L22 History 3590 Topics in American Culture Studies: Eating History: Cultural Creolization and the Clash of Tradition**

The topic of this course varies from semester to semester. Please consult Course Listings for a description of the current offering.

Same as L98 AMCS 359

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L22 History 3593 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism**

John Maynard Keynes once said, "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." In this course we focus our attention on the blind spot that Keynes so astutely identified. We study seminal works in the history of political economy (Smith, Malthus, Marx, Keynes, Krugman, etc.) and explore the social, economic and political histories in which they were grounded. We begin with the Industrial Revolution in Britain, the works of Adam Smith, and the emergence of political economy as a field of inquiry. We end with the globalization of the 1970s, the works of Joseph Stiglitz, and the challenges that a more interconnected world has posed for both the organization of the economy and the practice of economics as a discipline.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: BA EN: H

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**L22 History 3598 The First World War and the Making of Modern Europe**

The First World War ushered our age into existence. Its memories still haunt us, and its aftershocks shaped the course of the 20th century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L22 History 3599 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors' personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation.

Same as L75 JINE 359

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 35SM Hands on the Past: History, Murder and the Archive**

The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on- and offline. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African-American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued through in-class discussions and course assigned readings, but especially by taking a spring break research project trip across Missouri to various local repositories and the state archives, to activate and fuel the idea of putting hands on the past.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD BU: BA EN: S

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**L22 History 3600 Topics in Caribbean History: Beyond Sea, Sunshine and Soca: Blacks in the Caribbean**

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course will focus on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s,

decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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### L22 History 3603 Renaissance Italy

This course examines the social, cultural, intellectual and political history of late medieval and Renaissance Italy: civic life and urban culture; the crisis of the 14th century; the city-states of Renaissance Italy; the revival of classical antiquity; art and humanism of the Renaissance; culture, politics and society; Machiavelli and Renaissance political thought; the wars of Italy; religious crisis and religious reaction in the 16th century.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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### L22 History 3608 Science and Society Since 1800

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis is on the life sciences, with some attention to the physical sciences.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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### L22 History 3610 City of Peace: Baghdad in Medieval Times

The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the eighth century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries and workshops to discuss life in the city. Because Baghdad was the seat of the Abbasid caliphate at the time, we examine its role as the hub of the empire (in politics, administration, economy and literature), and its links to and rivalries with other provincial cities.

Same as L75 JINE 361

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L22 History 3622 Islam in the Indian Ocean

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor.

Same as L75 JINE 3622

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 3630 Mapping the World of Black Criminality

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race — more specifically blackness — alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880 (Terror

and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. Enrollment limit: 20.

Same as L90 AFAS 363

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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### L22 History 3632 The American Frontier: 1776-1848

This course will examine the nation's shifting frontier from independence through the Mexican-American War. It will consider people and places in flux as their nationality, demography and social order underwent dramatic changes. Students will make use of an extensive electronic archive of primary sources including period documents, historic maps and contemporary artwork, in order to consider how these sources confirm, reject or expand on the ideas they encounter in published scholarship.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: HUM

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### L22 History 365 The New Republic: The United States, 1776-1850

"Go get yourself some democracy!" Americans have so often preached to other nations. But just how did Americans themselves go about creating the world's largest and most successful democratic republic? And how democratic was this violent new nation that reeled from one crisis to another, and ultimately to the brink of collapse in its first 75 years? This survey of American history from the creation of the Republic to the eve of the Civil War explores the Revolution and its ambiguous legacies, the starkly paradoxical "marriage" of slavery and freedom, and the creation of much of the America that we know; mass political parties; a powerful Presidency; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; heteronormative patriarchal family life; technological innovation; literary experimentation; distinctively American legal, scientific and religious cultures; and the modern movements of labor, feminism, and African-American empowerment.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS

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### L22 History 3660 Narratives of Discovery

This course examines Europe's encounter with the newly discovered lands and peoples of Africa, Asia and America through the writings of the travelers themselves. We read stories of exploration and conquest, cultural and commercial exchanges, religious visions and cannibal practices.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L22 History 3662 Experts, Administrators and Soldiers: Governance and Development in Postcolonial Africa

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public

administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L22 History 3669 The Making of Modern Europe, 1945 to the Present**

The history of Europe from the end of World War II to the present day. Topics include: the place of Europe in the Cold War; the divergent paths and experiences of Western and Eastern Europe; the emergence of the European Union; the 1968 student uprisings throughout Europe; the "revolutions" of 1989 throughout Eastern Europe; the collapse of the Soviet Union and reunification of Germany; the Balkan Wars of the 1990s and current social problems related to the minority ethnic and religious groups living in European nations. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 367 America in the Age of Inequality: The Gilded Age and the Progressive Era, 1877-1919**

This course explores dramatic changes in American society during the half-century from the Civil War to the end of World War I. We discuss industrialization; mass immigration from Europe, Asia and Latin America; the vast movement of rural people to cities; the fall of Reconstruction and rise of Jim Crow; the expansion of organized labor; birth of American Socialism; and the rise of the American empire in the Caribbean and the Philippines. The course, in addition, analyzes the many and varied social reform efforts of the turn of the 20th century, from women's suffrage to anti-lynching campaigns; from trust-busting and anti-immigrant crusades to the settlement house movement. Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA, HUM

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**L22 History 3670 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L22 History 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people

of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine. Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L22 History 3673 Gurus, Saints and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion. Same as L23 Re St 3670

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L22 History 368 Modern America Since 1929**

This course offers an intensive survey of U.S. history since World War I, concentrating on key turns in the development of American life: social and political strains of the 1920s as part of the "new era" commenced by the Great War; responses to the Great Depression and the construction of a limited welfare state in the 1930s and 1940s; the rise of Cold War anti-Communism in foreign and domestic affairs in the wake of World War II; the advent of a new period of social reform and disruptive protest in the 1950s and 1960s; the turn toward the political right since the 1970s; and the aftermath of the Cold War. Credit 3 units. A&S: TH BU: HUM

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**L22 History 3680 The Cold War, 1945-1991**

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L22 History 3681 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20,

2003, to the withdrawal of all combat troops on December 15, 2011. Topics covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course concludes with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3711 The History of Popular Culture in the United States**

This course surveys major developments in the history of popular culture in America, stretching from the mid-19th century to the present. It explores topics such as literature, drama/theater, dance halls, movies, radio, advertising, television, music and the internet; it covers different types of popular culture such as printing, performance, image and audio; it looks at how popular culture has been depicted in terms of icons, myths, stereotypes, heroes, celebrities and rituals; it addresses the rise of mass production and consumption; it examines the ways in which race, class, gender, ethnicity and sexuality have been perceived and are portrayed in popular culture; and it illustrates how the content of popular culture shapes and reflects our personal, social, political and intellectual beliefs and values.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L22 History 3729 The United States in the 20th Century**

This course explores the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of 20th-century U.S. history, students connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L22 History 373 History of United States Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

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**L22 History 3731 Topics in Near Eastern Cultures: Slavery in the Middle East**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Same as L75 JINE 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L22 History 3741 History of United States: Foreign Relations: 1920-1989**

This course explores the major diplomatic, political, legal and economic issues shaping U.S. foreign relations with the wider world from the 1920s to the "fall of Communism" in 1989.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS

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**L22 History 3743 History of U.S. Foreign Relations Since 1920**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

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**L22 History 3751 Women, Gender and Sexuality in Postwar America**

We explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics include: domesticity and the culture of the 1950s; gendering the Cold War; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts include scholarly literature, memoirs, novels and film.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L22 History 375A Methods & Visions: America, Real & Imagined: The Curious Cases of Broadway & Hollywood**

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, this course serves as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L22 History 3789 Building St. Louis Oral History**

This course aims to provide a national and local understanding of how Americans and St. Louisans dealt with the problems of racism, poverty and sexism from 1945 to the present. While history courses traditionally require that students analyze the credibility and subjectivity of each historical source, this course further challenges students to use the methods of oral history to compare evidence from oral historical memory with written texts. By comparing St. Louis history with that of the rest of the nation, students analyze regional differences and understand the unique historical conditions that shaped this city.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 3803 Ancient Greek and Roman Medicine**

This course introduces the student to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. In the end, we will find ourselves in the Middle Ages. Our focus will be on Greco-Roman medicine: how disease was understood; how disease was treated surgically, pharmacologically, and through diet; the intellectual origins of Greek medicine; the related close relationship between Greco-Roman medicine and philosophy; and the social status of medical practitioners. We will also discuss how medicine was written and in what terms its practitioners conceived it.

Same as L08 Classics 3801

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L22 History 3840 Migration and Modernity: Human Mobility, Identity and State Formation — Russian/Soviet/post-Soviet Context**

This class introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this class, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside the historically grounded overview, the class explores concepts of citizenship, diaspora, nationality policy, gender specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Same as L97 IAS 384

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L22 History 3843 Filming the Black Freedom Struggle in St. Louis**

This interdisciplinary course is designed to introduce students to the history of the black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of black St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of black communities by the federal urban renewal and public housing policies. This course will provide students with the opportunity to write history through visual sources, in order to construct a historical narrative on film. Students will be introduced to the technical skills involved in making a documentary film, and to the archival research and oral history skills required to document the past. This course brings together documentary filmmaking and history research to draw attention to the multiple narratives of African-American and urban history.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L22 History 3856 Topics in Jewish Studies: The Sephardic World, 1492 to the Present**

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands and the Americas. The questions we will explore include: In what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the

Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JINE 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L22 History 3857 Losing the Farm: 20th-Century Agriculture in a Global Context**

Recent debates regarding food and farming have tended to turn on the question of industrialization. In this course, we will excavate the history of these debates by examining how agriculture has changed in the 20th century. We will begin with the industrialization of agriculture in the United States and then move to Mexico and Africa to discuss the Green Revolution, Cold War food politics, and the relationship between the developed and developing worlds. The course will end by using what we have learned from the readings to engage in an informed evaluation of contemporary critiques of agricultural industrialization.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L22 History 3860 Empire in East Asia: Theory and History (WI)**

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, all of which are informed by the work of Michel Foucault. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Korea, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Same as L97 IAS 386

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L22 History 3865 Topics in Jewish History: Colonialism, Post-Colonialism and the Modern Jewish Experience**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Same as L75 JINE 386

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L22 History 3880 Terror and Violence in the Black Atlantic**

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing that these practices are commonly found in other parts of the Black Atlantic, students will be encouraged to take a comparative

view to better tease out the wider strands of violence operative in places like England, the Caribbean, and Latin America. Within this course, we will explore the varied ways in which music, films, newspapers, and historical narratives shed light on these often life-altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery; lynching; sexual violence; race riots; police brutality; motherhood; black power; and community activism.

Same as L90 AFAS 3880

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L22 History 388C How Free is Free?: African-American History Since Emancipation**

The events that unfolded in Ferguson revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L22 History 3891 East Asia Since 1945: From Empire to Cold War**

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas and Vietnam, all of which resulted from major conflicts in post-war Asia. We conclude with a look at East Asia in the post-Cold War era.

Credit 3 units. A&S: TH, CD EN: H

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**L22 History 38A8 Women, Men and Gender in Africa: Writing-Intensive Seminar**

This seminar explores the ways in which gender relations have been produced, reproduced and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th-century jihads in West Africa to problems of love, sexuality and marriage in contemporary South Africa.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: BA EN: H

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**L22 History 38B9 Understanding Lincoln: Writing-Intensive Seminar**

This course explores the life, art (political and literary) and historical significance of Abraham Lincoln. It focuses first on how he understood himself and foregrounds his inspired conception of his own world-historical role in the Civil War. The course also traces how the larger world furnished the contexts of Lincoln's career, how his consciousness, speeches and writings, and presidential decisions can be understood against the backdrop of the revolutionary national democratic upheavals of the 19th century. Finally the course investigates how the 16th president,

so controversial in his day, has remained a subject of cultural contestation, with historians, novelists, poets, cartoonists, filmmakers, advertisers and politicians struggling over his memory and meaning, to the present.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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**L22 History 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L22 History 38M8 The Making of the Modern American Landscape — Writing-Intensive Seminar**

This writing-intensive seminar explores environmental change in relation to human actions in the United States. It provides a vision of American history from the perspective of the land itself. It traces transformations in the organization and uses of landed property from the 18th-century surveys of western lands through the expansion of slavery and the cotton kingdom; the construction of irrigation systems in the west; the emergence of new technologies of production and communication in 19th-century cities to the mass production of suburban housing; and finally to the rise of Disneyland and Las Vegas.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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**L22 History 3900 Mormonism and the American Experience**

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints (or LDS Church), which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S. (by one count), with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?

Same as L57 RelPol 390

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L22 History 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion"

is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L22 History 393 Medieval Christianity

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the fifth century and the 15th, with an emphasis on the interaction of religion, culture, politics and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century. Same as L23 Re St 393

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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### L22 History 394C African Civilization to 1800

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the Western Sudanese states, the trans-Atlantic slave trade and the historical roots of Apartheid.

Same as L90 AFAS 321C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

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### L22 History 395C African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of precolonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Same as L90 AFAS 322C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

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### L22 History 3960 Gender and Social Class

This course examines the intersection of class and gender from the late 19th century to the present. It begins by asking how a focus on women challenges conventional notions of class. Some of the topics covered include women, race and class; class and family formation; women, class and globalization; class and feminist politics; women and work; class and domestic labor; women and unionization; and class and sexual identity. The emphasis is on women and class in the U.S., but includes analysis of women and class in a broader, global context. This course examines these topics using nonfictional and fictional texts. Prerequisites: one 100- or 200-level Women, Gender, and Sexuality Studies Course or permission of instructor. Students who have taken L77 WGSS 3561 Women and Social Class can not take this class.

Same as L77 WGSS 396

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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### L22 History 3977 The Making of the Modern Catholic Church

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, postcolonial world.

Same as L23 Re St 3977

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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### L22 History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar

Prerequisites: satisfactory standing as a candidate for Senior Honors and permission of thesis director.

Credit variable, maximum 4 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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### L22 History 39CJ The City in Early Modern Europe: Writing Intensive Seminar

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment.

Credit 3 units. A&S IQ: HUM, WI BU: IS EN: H

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### L22 History 39F8 Gender and Sexuality in 1950s America: Writing-Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing-intensive seminar we use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: BA EN: H

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### L22 History 39J8 Mapping the Early Modern World: Writing-Intensive Seminar

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this seminar, we will study how maps were created, circulated and interpreted between the 16th and 18th century, when Europeans came into contact with new regions throughout the world and reshaped their own backyards

through the rise of the modern state and the development of national identity.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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**L22 History 39S8 Rivers: A Comparative Approach to Chinese and World History: Writing-Intensive Seminar**

This course uses rivers as geographical frames of reference to address a variety of issues, including physical and social mobility, agriculture and commerce, the state, environmental history and construction of cultural meanings. Each week begins with a focus on the West River, which flows through two provinces in southern China. Readings on the West River are matched with readings that address similar topics but focus on other important rivers in the world. The temporal focus is approximately 1500-1900, a period that witnessed the zenith of rivers as modes of transportation and commerce.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI

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**L22 History 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L22 History 39SL Blacks, Latinos and Afro-Latinos: Constructing Difference and Identity: Writing-Intensive Seminar**

Dominant discourses on Black-Latino relations focus on job competition, while a few others celebrate the future of an America led by "people of color." What is at stake in these narratives? How did we come to understand what is "black" and "Latino"? Students taking this course examine the history of African Americans' and Latinos' racialization under British, Spanish, and American empires, paying attention to both the construction of the racial "Other" by European elites, the reclaiming of identities by the racially marginalized through the Black and Brown liberation movements of the 1960s and 1970s, and the movements' impacts on black-Latino electoral and grassroots coalitions, mass incarceration of youth, and Afro-diasporic productions of hip-hop.

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI BU: BA EN: H

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**L22 History 4000 IPH Thesis Prospectus Workshop**

Students assist each other in developing viable thesis topics, compiling bibliographies, and preparing research plans. Students give formal and informal oral presentations of their proposed topics. Prospectuses and, if possible, drafts of first chapters are peer-edited.

Same as L93 IPH 401

Credit 3 units. A&S: TH A&S IQ: HUM, WI EN: H

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**L22 History 4001 Directed Fieldwork in Historical and Archival Professions**

A fieldwork project under the direction of a faculty member from the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.

Credit 4 units. A&S: TH

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**L22 History 4002 Directed Fieldwork in Historical and Archival Professions**

A fieldwork project under the direction of a faculty member from the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.

Credit 4 units. A&S: TH EN: H

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**L22 History 4008 Senior Seminar on the Presidency: The Obama Administration**

This is a research seminar that will begin with a series of common readings, after which students will constitute themselves into research teams that explore the current state of the Presidency in broad cultural perspective. Research topics may include: a survey of the books on the Presidential family; media interpretations of the administration and the political process; the political uses of information technology, specifically the web and social media; continuities and changes in voter behavior; the shifting powers of the Presidency. This course is designed as a complement to Focus on the Presidency, and Focus 200 is a prerequisite for this course.

Same as L98 AMCS 4008

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L22 History 4010 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia**

The capstone course for Jewish, Islamic and Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JINE 4001

Credit 3 units. A&S IQ: HUM EN: H

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**L22 History 4020 Jerusalem, The Holy City**

An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity and Islam — through a study of archaeology, history, literature, politics and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic and Near Eastern Studies. During winter break, the class goes to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic and Near Eastern Studies. Others may enroll with instructor's permission.

Same as L75 JINE 4020

Credit 5 units. A&S: TH, CD, SD EN: H

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**L22 History 4040 Senior Seminar: Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia**

Senior Seminar. This seminar will provide an opportunity to explore in some depth various facets of the convivencia ("dwelling together"; coexistence) of Muslims, Jews, and Christians in medieval Iberia. While we will pick up the timeline with the emergence of an Ibero-Islamic society in the eighth century CE, the seminar's historical horizon stretches up to the turn of the 15th to the 16th century, when Spanish Jews and

Muslims were equally faced with the choice between exile and conversion to Christianity. Until about the mid-11th centuries Muslims dominated most of the Iberian Peninsula. From roughly the mid-11th through 15th centuries, Christians ruled much and eventually all of Spain and Portugal. Through a process termed, from a Christian perspective, as reconquista ("reconquest"), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion, or migrated from one realm to the other. Interactions between the three ethno-religious communities occurred throughout, some characterized by mutual respect and shared creativity and others by rivalry and strife. The course focuses on these religious and cultural contacts, placing them in various historical and geographic contexts. It will raise questions concerning the ambiguities of religious change and concerning the interplay of persecution and toleration. Methodologically, the seminar emphasizes the study of primary sources, including documentary, historiographical, literary and poetical texts. In the course of their study, attention will be paid to peculiarities of genre, and difficulties involved in formulating historical assessments. In this sense, we will also aim at developing critical reading skills in relation to secondary literature. Seniors in Jewish, Islamic and Near Eastern Studies will be given preference in admission. Advanced students in other fields are asked to contact the instructor prior to enrollment.

Same as L75 JINE 4060

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 4051 Diaspora in Jewish and Islamic Experience**

The polarities of diaspora and home — periphery and center, wandering and rest, exile and return — have played important roles in the historical experience and religious culture of both Jews and Muslims. For long stretches of time, Jewish culture has been marked by the historical condition of statelessness combined with a theology of redemptive return. Paradoxically, it was the significant political and military success of Islam in its first millennium that helped to create a far-flung diaspora well removed from its center in Arabia. The institution of pilgrimage to Mecca counterbalanced a sense of distance and remove. More recently, modern nationalisms, war, and postcolonial politics — including the Israeli-Palestinian conflict — have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of the seminar is to offer a comparative, historical perspective on this theme and to encourage students to examine an aspect of the diaspora experience in depth. (*Note:* This course fulfills the capstone requirement for Jewish, Islamic and Near Eastern Studies. It also qualifies as a history department advanced seminar.)

Same as L75 JINE 405

Credit 4 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4080 Nuns**

Nuns — women vowed to a shared life of poverty, chastity, and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their

possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Same as L23 Re St 408

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM

Art: HUM BU: BA EN: H

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**L22 History 4120 Rainbow Radicalisms: Ethnic Nationalism, the Black Panther Party and the Politics of the New Left**

The Black Panther Party remains one of the most iconic groups of the 1960s and 1970s. Perhaps one of the most understudied aspects of the Panther's legacy is their radical influence upon other American racial and ethnic groups, including Asian Americans, Mexican Americans, Puerto Ricans and American Indians, among others. This seminar will consider the emergence of ethnic and racial nationalism among these various groups, as a result of their contact and relationship(s) with the Black Panther Party. Considering the politics of groups like the Red Guard, the Brown Berets, the Young Lords and the American Indian Movement, this course will chart the rise and fall of rainbow radicalism as a general offspring of the Black Power Movement and part and parcel of what is commonly referred to as "the New Left." It will also consider these groups in relation to the State by probing the dynamic push and pull between repression and democracy. Ultimately, this course will grant insight into the contemporary racial domain and current political landscape of America as we discuss how these groups helped to shape modern identity formations, discourses on multiculturalism and definitions of "minority," "diversity," and "equality."

Same as L90 AFAS 4121

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L22 History 4154 From Decolonization to Globalization: Postcolonial South Asia**

Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequities. A further set-back arrived in the guise of globalization. The countries of Bangladesh, India, Pakistan, Nepal and Sri-Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation-building and the Cold War for those South Asian countries created since the 1940s and traces the manner by which ordinary people have interrogated the multiple levels of state power unleashed upon them since the formal end of European colonialism.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L22 History 4222 Special Topics in History: Keble College, Oxford**

Credit variable, maximum 10 units.

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**L22 History 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of

revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Prerequisites: Advanced undergraduate students must have taken no fewer than two China-related courses at the 300 level or higher. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Same as L03 East Asia 4242  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L22 History 4274 Palestine, Israel and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L22 History 4420 Empire and Memory: World of Books and Literary Culture in the Medieval Middle East**

The subject of this course is an in-depth study of medieval Arabic historiography from the eighth through the 13th centuries, when the Mongols ran over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its sociopolitical context and examine one by one the most major historiographical traditions and philosophies from the eighth through the 13th centuries: prophetic traditions, belles lettres, annals, biographical dictionaries, and genealogical literature. Same as L75 JINE 442  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4431 Empires in Comparative and World History**

The core seminar in comparative and world history examines a historical institution, idea, phenomenon or process across a range of cultures and regions. Although the specific case studies will vary from year to year, topics might include: empires, urbanization, revolutions, famines or evangelism. The seminar will be of interest to students of all historical fields seeking to develop comparative historical models to their own areas of research.  
Same as L22 History 5431  
Credit 4 units.

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**L22 History 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the

Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.  
Credit 3 units. A&S: TH, CD

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**L22 History 4444 The Mystical Tradition in Judaism: Magic and Mysticism in the 15th to 19th Century**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism. Same as L23 Re St 444  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

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**L22 History 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics emphasized include: the relationship between believers and nonbelievers, the civil liberties of atheists, religion in the public schools, social radicalism and women's rights, and the more recent growth of religious disaffiliation and public atheism. The course considers not only the intellectual dimensions of freethinking unbelief but also the broader politics of secularism in a nation routinely imagined as "under God."  
Same as L57 RelPol 4491  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: SSP Art: SSP EN: H

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**L22 History 4511 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential.

The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. Prerequisites: This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Advanced undergraduate students must have taken at least one China-related course at the 300-level or higher.

Same as L03 East Asia 4510

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM EN: H

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### L22 History 4555 Advanced Topics in Modern Chinese History

This course introduces students to the variety of scholarly interpretations of modern Chinese history. Weekly class meetings focus on important historiographical topics. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' historical research and analytical skills, such as locating secondary sources, incorporating historians' interpretations, and developing and sustaining a thesis based on secondary sources in student research. This course is designed for graduate students in History, Chinese Literature, and East Asian Studies.

Same as L03 East Asia 555

Credit 3 units.

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### L22 History 4564 American Pragmatism

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity and contextualizes it amid late 19th- and early 20th-century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism and the Civil War. Major essays by each thinker are read as well as three intellectual biographies and one critical survey.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN:

H

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### L22 History 459 Topics in European History

Consult Course Listings for current topics.

Credit variable, maximum 3 units. A&S: TH

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### L22 History 4610 Latin American Populism and Neo-Populism

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the 1920s, 1930s-60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics, and outcomes of classical populist and neo-populist governments and parties. Among the notable populist and neo-populist cases to be examined include: Peronism in Argentina, Velasquismo in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchners in Argentina, and Hugo Chávez in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics will also be explored.

Same as L97 IAS 4611

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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### L22 History 4633 20th-Century Latin American Revolutions

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social, and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes and outcomes of the Mexican, Cuban, and Nicaraguan revolutions.

Same as L97 IAS 4633

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

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### L22 History 4675 Beyond the Harem: Women, Gender, and Revolution

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anti-colonial social revolutions and how these revolutions affected the position of women in those societies.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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### L22 History 4689 American Intellectual History to 1865

This course presents an overview of American intellectual history from the early 17th century and the founding of the first English settlements in North America to the mid-19th century and the American Civil War. We investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific and educational thought. We cover major topics such as: Puritanism, the Enlightenment, Evangelicalism, Romanticism and the inner Civil War. We address concepts central to the formation of the nation's identity including those of the covenant, republicanism, citizenship, equality, freedom, liberty, natural law, transcendentalism, order, reason, progress and democracy.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L22 History 469 American Intellectual History Since 1865

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-9/11 America.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L22 History 4710 Topics in Japanese Culture**

A topics course on Japanese culture; topics vary by semester. Same as L03 East Asia 471  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L22 History 4742 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through George W. Bush. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.  
Same as L98 AMCS 474  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4743 Imagining the West**

The historical, visual, literary and scientific encounter of Europeans and European-Americans with the North American frontier. Examines how the West as myth and reality was assimilated into, and imaginatively colonized by, both Europe and America from the pre-discovery period through the end of the 19th century. Images of the first encounter, cultural dynamics of the colonization process, cultural resistance of native Americans. Field trips, guest lectures. Prerequisite: 100-, 200- or 300-level courses in art history; or 300-level courses in European or American 19th-century comparative literature, history; or permission of instructors.  
Same as L01 Art-Arch 4743  
Credit 3 units. A&S: TH Art: AH

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**L22 History 4751 Intellectual History of Feminism**

We focus on feminist thought in Western culture but also examine non-Western ideas about feminisms. We trace the relationship among emergent feminist ideas and such developments as the rise of scientific methodology, Enlightenment thought, revolutionary movements and the gendering of the political subject, colonialism, romanticism, socialism, and global feminisms. Readings are drawn from both primary sources and recent feminist scholarship on the texts under consideration. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor. Students who have taken L77 WGSS 475 Intellectual History of Feminism can not take this class.  
Same as L77 WGSS 475  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L22 History 4761 Money, Exchange and Power: Economy and Society In the Ancient Mediterranean World**

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action

and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. Prerequisites: Classics 341C or 342C or 345C or 346C or permission of instructor.  
Same as L08 Classics 476  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L22 History 4763 Olympian Shadows: Macedon and Its Neighbors in Antiquity**

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. Prerequisites: at least one semester of Classics 341C, 342C, 345C, or 346C, or instructor's permission.  
Same as L08 Classics 4763  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L22 History 4790 Empire and Messianism in the Middle East**

Senior Seminar: This course looks at imperial politics in its relations to monotheistic messianic movements and ideologies in the Islamic Mediterranean from the late antiquity to the 16th century. Messianic beliefs offered political hope, rallied opposition against the existing rule, defined and ordered lived reality for imperial subjects, presented a political leitmotiv for rulers, and advocated a just sociopolitical order to be realized in the immediate or indefinite future. Thus, this course attempts to see how politics became messianic by its very ability to promise a better future. Despite the chronological scope of the course, we will examine only specific ideas, practices and movements as case studies to study in-depth various facets of messianic movements and thought in their geographic and historical context. We will use primary sources, which will be the main methodological focus of the course, and secondary literature. We aim to develop skills in identifying, reading, analyzing and dealing with primary sources in their variety and critically engaging modern scholarship on the political role of messianism. Students will write a term paper and several reports on preassigned readings, and make regular class presentations. Admission preference will be given to graduating seniors in JINELC, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary source language is highly desired but not required.  
Same as L75 JINE 4970  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4791 Senior Seminar in Religious Studies: Saints and Society**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 4841 Core Seminar in East Asian Studies: A Consideration of Scholarship on East Asia**

Introduction to problems and approaches in East Asian Studies.

Same as L03 East Asia 484

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L22 History 4842 The Japanese Empire in Asia, 1874-1945**

This course examines the expansion of the Japanese Empire in Asia from 1874 to 1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea and Manchuria. The course explores the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Credit 3 units. A&S: TH, CD

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**L22 History 4844 Women and Confucian Culture**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course focuses on Ming (1368-1644) and Qing (1644-1911) China, but also examines these issues in two other early-modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Credit 3 units. A&S: TH

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**L22 History 4851 Advanced Seminar: Prisons, Politics and Activism**

Prison reformers argue that de-criminalizing nonviolent offenses will be enough to reduce mass incarceration, while prison abolitionists argue that we need to dismantle the entire carceral state in the U.S., which is maintained by a racially stratified system of public schooling, housing, employment and health care. What is at stake in these debates? Are we seeking to promote basic humanity, racial and gender equality or utopian visions of rehabilitation? This course seeks to historically contextualize prison reform and abolitionism from the 13th Amendment's re-articulation of slavery to current resistance to mass incarceration. Special attention will be paid to the intersections between the prisoner's rights movement and the Black & Brown Power, feminist, queer and disability movements.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L22 History 487 Topics in American History: Race and Drugs in American History**

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st-century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L22 History 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development**

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L22 History 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean**

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and postcolonial periods. We will be guided by the following questions: What is mental illness?

How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was postcolonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L22 History 4885 Advanced Seminar: Medicine, Disease and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the 16th century through the 20th century. Topics covered include: epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L22 History 4894 Advanced Seminar: The U.S. in Vietnam: Origins, Developments and Consequences**

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of U.S. intervention. Special attention to political, military, economic and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L22 History 4907 Advanced Seminar: Women and Social Movements in the United States**

In this course we examine U.S. women's participation in diverse movements during the 19th and 20th centuries, ranging from suffrage and feminism, to the labor movement, civil rights activism, and conservative and queer movements. Among our questions: How does the social position of different groups of women shape their participation in social movements? Why are certain social movements successful, and how do we define success? What does looking at women's experience in particular tell us about social movements in general?

Credit 3 units. A&S: TH, SD

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**L22 History 4914 Advanced Seminar: Japan in World War II — History and Memory**

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We trace the war, from the first Japanese military attack on China in 1931 through the U.S. atomic bombings of Hiroshima and Nagasaki in 1945. We also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia and in the United States. Goals include grasping the empirical history of the war as a step to becoming

familiar with the theories and methods of memory studies in History.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L22 History 4918 Advanced Seminar: Sexuality in the United States**

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L22 History 4941 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700**

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th-century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain and Germany), and the hunt for heresy in Goa and the Philippines. This course will read inquisitional manuals (books on how to conduct an inquisition) and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L22 History 4942 Advanced Seminar: Europe's "Jewish Question": Emancipation, Anti-Semitism and Jewish-Christian Confrontation**

The so-called "Jewish Question" was a product of European modernity. It emerged in conjunction with the formation of modern states, Enlightenment projects for political reform, the decline of religious influence in society, and struggles over Jewish emancipation. In this seminar, students examine the unusual career of this obsession from the 16th through the 20th century by focusing selectively on a number of illustrative episodes: Christian Hebraism and the Reformation; the Enlightenment assault on religious power; European debates on Jewish emancipation; the emergence of the "Jewish Question" in the 19th century; anti-Semitism as a modern political phenomenon; the renewed discourse of Jewish "ritual murder" at the turn of the 20th century; Zionism and other forms of Jewish nationalism; and the question of anti-Zionism in the reformulation of the "Jewish Question" during the past half-century.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L22 History 4965 Advanced Seminar: Magic, Heresy and Witchcraft in the Middle Ages, 350-1550**

This course will study the history of magic, heresy and witchcraft in the medieval world. It will begin in the fourth century after the conversion of Constantine the Great and will end with the great witchcraft trials of the 15th and 16th centuries. The seminar will read magical treatises, ecclesiastical polemics against vulgar belief, inquisitorial trials, chronicles and histories, in our attempt to define what was considered the ordinary and the extraordinary, the natural and the supernatural, good and evil,

and the boundaries of heaven and earth. A common theme throughout this course will be the definition of evil and the powers of the devil.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L22 History 4967 Advanced Seminar: Migration and Travel in China, 1500-1900**

Despite the growing importance of native-place identities during the late Imperial era, China had an increasingly mobile population. This course examines the movement of people in China approximately from 1500 to 1900, including voluntary and forced migration, travel associated with trade, travel for civil service examinations and official postings, exile, urban sojourning, religious pilgrimages, and touring. In addition, this course focuses on relations between locals and sojourners or migrants, as well as the perceived dangers that geographical mobility posed for the state and the social order.

Credit 3 units. A&S: TH

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**L22 History 4974 Advanced Seminar: Gender, Property and Law in American Society**

This course aims to explore the intersections of gender relations, work and property in law, custom and culture from the colonial period to the late 20th century. We read a wide range of articles and books, all of which in some way address the relationships among gender ideologies, social practices and property relations in American society.

Credit 3 units. A&S: TH

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**L22 History 4976 Advanced Seminar: The American Trauma: Representing the Civil War in Art, Literature and Politics**

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 4977 Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya**

This seminar challenges the popular Western view that the African continent is a single place and that Africans are homogenous or inherently tribal. Focusing on the lived experiences of imperial rule, the struggle for independence, and the process of nation building, it explores the development of an African country. The seminar focuses on how common men, women and adolescents wrestled with the problem of turning a colony into the modern Kenyan nation. Admission to the seminar requires permission of the instructor and at least one previous upper-level course in African history.

Same as L90 AFAS 4977

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM EN: H

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**L22 History 4979 Advanced Seminar: Gender, Race and Class in South Africa, 1880-Present**

By focusing on the complex historical dynamics of race, gender and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a nonracial, nonsexist democracy in a unified South Africa.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L22 History 4981 Advanced Seminar: Historical Perspectives on Human Rights**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25- to 30-page paper on a historically oriented, human rights-related topic of student's choice.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L22 History 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We focus on Ming (1368-1644) and Qing (1644-1911) China, but also examine these issues in two other early-modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Credit 3 units. A&S: TH

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**L22 History 4983 Advanced Seminar: Renaissance Florence and Venice**

Venice was the most famously stable city-state in Renaissance Italy, Florence the most notoriously unstable one. This course explores how those contrasting political environments and experiences shaped social relations and cultural production (and vice versa) in those two cities.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L22 History 4984 Advanced Seminar: The Problem of Freedom: The Age of Democratic Revolution in the Americas**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course explores two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of postcolonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention is given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced,

but the readings also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 4990 Advanced Seminar: History of the Body**

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources — including vital statistics, paintings and photographs, hospital records, and sex manuals — to reconstruct changes in how humans have conceptualized and experienced their own bodies. We pay particular attention to the intersection of European cultural history and history of medicine since 1500.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM

Art: HUM EN: H

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**L22 History 4993 Advanced Seminar: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we examine the religious experience of women in a variety of settings — from household to convent. In particular, we try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L22 History 4998 Advanced Seminar: Violence as Redemption: Heresy, Holy War and Inquisitions in the Middle Ages**

This seminar studies the history of heresy, crusading and inquisition from the 11th to the 13th century. It begins with the apparent rise of heresy in Latin Christendom in the 11th century, examines the idea of holy war in Christianity and Islam during the 12th century, culminating with the Albigensian Crusade and the early inquisitions into heretical depravity in southern France.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L22 History 49BV Advanced Seminar: Topics in Environmental History**

This course is an introduction to the study of environmental history. The semester begins with a general inquiry into the methods of the field and then we use what we have learned to move into a focused subtopic. Readings include seminal works in the field, as well as philosophical, scientific and science fiction texts that help us to explore more abstract questions dealing with the relationship between humankind and the natural world.

Credit 3 units.

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**L22 History 49CA Advanced Seminar: Religion and the Secular: Struggles over Modernity**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 49CJ Advanced Seminar: Medicine on the Frontiers**

When Europeans established maritime empires and trading routes beginning in the 16th century, they encountered not only new cultures, but new environments, natural products, and understandings of the human body. The encounters also introduced new ideas and vectors of disease, injury and death to the societies of Africa, Asia and the New World. This course examines how ideas about health and healing shaped global interactions in the early modern period and how these ideas were transformed by the movement of information, drugs and medical practitioners around the world.

Credit 3 units. A&S IQ: HUM, SD EN: H

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**L22 History 49IR Independent Research for Capstone**

This course is to be taken in addition to any Advanced Seminar for which a student registers.

Credit 1 unit. EN: H

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**L22 History 49JK Advanced Seminar: Blood and Sacred Bodies: Ritual Murder and Host Desecration Accusations**

This seminar follows the history of the ritual murder and Host desecration accusations from the origins in 12th- and 13th-century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 49MA Advanced Seminar: Visual Culture and American History**

How does United States history look different with visual culture at the center of the story? Focusing on the 19th century in particular, this course investigates how images and other visual objects did not simply reflect, but also shaped society, culture, politics, ideas and identities. The course moves from the Revolution to the mass-culture society of the early 20th century. During this period, America experienced a litany of profound transformations in the growth of cities to the emancipation of slaves.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 49MB Advanced Seminar: Women and Gender in Modern Caribbean History**

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L22 History 49MG Advanced Seminar: Planning Global Cities**

This team-taught advanced seminar addresses the history and theory of a variety of metropolitan environments from the mid-19th century to the present. Readings move from the 19th-century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities such as Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions such as urban renewal, the emergence of the preservation movement and new urbanism. Credit 3 units.

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**L22 History 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research and write a 25-page paper on a topic of their choice related to the Arab Spring.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 49PK Advanced Seminar: The Founding Fathers' Government in an Electronic Age**

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L22 History 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of black chattel slavery in America, from origins to emancipation. The course foregrounds the struggles over power, life and death that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery — as a system or site of labor; reproduction; law; property and dispossession; racial and gender domination; sexual abuse and usurpation; psychological terror and interdependency; containment and marooning; selfhood and nationality; agency; revolutionary liberation; and millennial redemption.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L22 History 49SC Advanced Seminar: Incredible India!**

Yoga, the Kamasutra, nonviolence, poverty, royalty, population, asceticism, vegetarianism, anticolonialism, democracy, Hinduism: All these and more signify the idea of India. This

course uncovers the history by which "India" has come to occupy a privileged position in the global imaginary. We view the circulation of India as a cultural resource over the centuries and ask what popular assumptions are made about it at a time of heightened globalization; how does the idea of India circulate and through what kinds of pathways; what political role does this seemingly cultural notion of India fulfill? Finally, what is the connection between such an idea of India and the rise of a new, U.S.-centered, imperial formation?

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L22 History 49TP Advanced Seminar: Whose Nairobi? Opportunity and Inequality in a 20th-Century African City**

Visitors to East Africa often hear the cautionary refrain, "Nairobi is not Kenya." But over the past century, Kenya's largest city has meant distinctly different things to distinctly different people. Starting as a simple railway camp in the late 19th century, and shaped by decades of colonial racial and ethnic segregation, it has grown into a global "mega-city," where Kenyans from every background and every corner of the country interact with an equally diverse cast of foreigners. Focusing on the realities of the day-to-day, this research seminar deploys a wide variety of historical evidence to better understand how ordinary people experienced, and were shaped by, Nairobi during the long and tubulent 20th century. This seminar's centerpiece is an extensive and original research paper that offers students the opportunity to work a wide variety of primary sources including archives, city planning reports, maps, images of the built environment, music, material culture, memoirs and narrative fiction.

Credit 3 units. A&S: CD A&S IQ: LCD EN: H

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**L22 History 49VB Advanced Seminar: Money Talks:**

**Readings in Economic History**

To date, economic history has been dominated by quantitative research. In recent years, however, there has been a turn toward more qualitative analysis. With his landmark "Capital in the Twenty-First Century," Thomas Piketty argued that Economics ought to return to its origins in political and moral philosophy. Similarly, on this side of the Atlantic, a new generation of historians has begun to revisit the history of capitalism with methods that combine both numbers and narrative. In this advanced seminar, students will read both contemporary and seminal works in the field of economic history as well as writings from a wide variety of social scientists and humanistic scholars who study the economy. The aim of this course is to think critically about the historical construction of both economics as a discipline and "the economy" as a field of inquiry.

Credit 3 units. A&S IQ: HUM EN: H

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## Interdisciplinary Project in the Humanities

The Interdisciplinary Project in the Humanities (IPH) is a rigorous program for highly motivated students whose interests lead them beyond traditional academic categories. The major, which usually leads to a degree with honors, combines an introductory core — a concentrated study of texts central to the European and American philosophical, religious and literary traditions — with an area of concentration: an advanced sequence of courses and research tailored to the special interests of each student in the program. For students pursuing concentrations

in (for example) American intellectual history, in the European avant-garde in the 20th century, or in Renaissance political thought (to take three among many possible concentrations), the introductory core provides a crucial foundation for advanced interdisciplinary work. The core also provides a useful background for students undertaking comparative concentrations — for example, in Buddhist, Christian and Muslim mystical literature, or in the influence of Russian fiction in East Asia.

All students in the major learn to write and speak clearly and flexibly; they are given broad exposure to a range of canonical texts; they are trained in the historical and formal analysis of those and many other texts; they become skilled researching in at least one foreign language; and they are given considerable experience in independent research. Their work in the humanities bridges disciplines and fosters in them the two fundamental interpretive skills of contextualization and criticism. Students in the program will be well prepared for a range of graduate programs in the humanities, for professional careers in law and public service, and for the vital work of critical citizenship and adult intellectual discovery.

**Phone:** 314-935-4200  
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## Faculty

### Director

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### Participating Faculty

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**Steven Zwicker** ([http://english.artsci.wustl.edu/Steven\\_Zwicker](http://english.artsci.wustl.edu/Steven_Zwicker))  
Stanley Elkin Professor in the Humanities; Professor of English  
PhD, Brown University  
(English; History)

## Majors

### The Major in the Interdisciplinary Project in the Humanities

**Total units required:** 41-44

Prerequisites for the major include four of the Text and Tradition core courses, shown below, or a humanities-based Focus (p. 457) course plus two of the IPH courses in the core.

| Code     | Title  | Units |
|----------|--|-------|
| IPH 201A | Puzzles and Revolutions: Text and Tradition  | 3     |
| IPH 201B | The Great Economists: Text and Tradition   | 3     |
| IPH 201C | Classical to Renaissance Literature: Text and Tradition  | 3     |
| IPH 203C | Early Political Thought: Text and Tradition  | 3     |
| IPH 207C | Modern Political Thought: Text and Tradition   | 3     |
| IPH 209  | Scriptures and Cultural Traditions   | 3     |
| IPH 3050 | Literary Modernities: Text and Tradition (IPH 3050 is an updated version of IPH 205C Literary Modernities) | 3     |
| IPH 310  | An Intellectual History of Sex and Gender: Text and Tradition  | 3     |

### Core Program

Students typically enter the core program in the first year, but generally not later than the spring of the sophomore year. The core consists of either four courses drawn from the program in Text and Tradition or two courses in the Text and Tradition program in combination with a Focus program in the humanities. (Some of the current Focus offerings in the humanities include Cuba: From Colonialism to Communism, Writers as Readers/ Readers as Writers, and Literary Culture of Modern Ireland.

Please refer to the Focus (p. 457) page for more information.) Students in the core program apply for admission to the major in the sophomore year by submitting a portfolio of three previously written essays and a letter of recommendation from a Text and Tradition professor.

Once admitted to the program, each student designs, in consultation with the IPH faculty, a program of advanced course work. In the second semester of the sophomore year, students enroll in an upper-level course in social or political history, in the history of a literary or other aesthetic form, or in the history of some institution or cultural practice (e.g., history of science or history of philosophy); in this semester they also undertake their first sustained research projects under the mentorship of a member of the IPH faculty.

In the spring semester of the junior year, students take the Thesis Prospectus Workshop in anticipation of their capstone project, and the Theory and Methods seminar. In February and March, students seeking honors take the written and oral comprehensive exam.

In the fall of the senior year, students take the Interdisciplinary Topics in the Humanities and the Senior Thesis Tutorial, and in the spring, they take a capstone Senior Colloquium. In addition, they complete and present their capstone project under the mentorship of a member of the IPH faculty. By the middle of their senior year, students take at least one 400-level Humanities (HUM) course in a foreign language in order to secure their foreign-language competency.

## Areas of Concentration

Some degree of specialization is a useful aspect of education in the humanities. With their faculty mentors, students construct a coherent, interdisciplinary sequence of five courses for advanced study. Each student's sequence, or "area of concentration," which must always include at least one course in political or cultural history, will normally be taken between the third and seventh semesters of the program. Recent concentrations have included modernism and politics; Muslim ethics and jurisprudence; philosophy of education; opera; space law; and the history of the novel. Some students will pursue concentrations that reflect the longstanding research interests of a number of faculty in the humanities. Among these latter, fully developed concentrations are the tracks in Renaissance Studies; Literature and History; and History of Media.

Students in the Renaissance Studies track, for example, enroll either in Text and Tradition or in the Renaissance Focus program during their first year. They have a wide range of courses from which to construct their period-specific cluster; as they develop their senior project, they are able to work closely with faculty from several different departments who make up Washington University's active group of Renaissance scholars.

## Required Courses

Required courses, in addition to the above listed for the major are:

| Code        | Title   | Units |
|-------------|---|-------|
| IPH 301     | Sophomore Research Tutorial                                       | 2     |
| IPH 401     | IPH Thesis Prospectus Workshop                                    | 3     |
| IPH 403     | Senior Thesis Tutorial  | 3     |
| IPH 405     | Theory and Methods in the Humanities: Classics of Social Theory   | 3     |
| IPH 450     | Interdisciplinary Topics in the Humanities                        | 3     |
| IPH 455     | IPH Senior Colloquium: Interdisciplinary Topics in the Humanities | 3     |
| Total Units |   | 17    |

The remaining 9-12 credits required for the major will be made up from the area of concentration courses, to be determined through discussions with the director of IPH.

## Minors

The Interdisciplinary Project in the Humanities offers two minors: the text and tradition minor (p. 531) and the data science in the humanities minor (p. 532). Our minors train students to critically analyze texts but offer different tools to do so.

## The Minor in Text and Tradition

Units required: 15

Text and tradition is a minor open to first-year and sophomore students in the College of Arts & Sciences by special registration. It provides a compact, integrated sequence of five courses. In this program students read, reflect on and analyze, both orally and in writing, the foundational texts of Western literary, philosophical, scientific and political culture.

If students are majoring in a science, the text and tradition minor gives a firm grounding in the humanities. All courses in the minor fulfill Arts & Sciences distribution requirements. Five courses satisfy the requirements for a minor in text and tradition.

## Required courses

Five of the following 10 courses:

| Code     | Title   | Units |
|----------|---|-------|
| IPH 201A | Puzzles and Revolutions: Text and Tradition             | 3     |
| IPH 201B | The Great Economists: Text and Tradition                | 3     |
| IPH 201C | Classical to Renaissance Literature: Text and Tradition | 3     |

|          |   |   |
|----------|---|---|
| IPH 203C | Early Political Thought: Text and Tradition                   | 3 |
| IPH 207C | Modern Political Thought: Text and Tradition                  | 3 |
| IPH 209  | Scriptures and Cultural Traditions                            | 3 |
| IPH 3050 | Literary Modernities: Text and Tradition                      | 3 |
| IPH 310  | An Intellectual History of Sex and Gender: Text and Tradition | 3 |
| IPH 318  | Lincoln: Then and Now   | 3 |
| IPH 360  | The Traffic in Women and Contemporary European Cinema         | 3 |

### Elective courses

Students may elect to substitute for one of the above Text and Tradition courses a course that is text-centered and emphasizes primary sources. Prior consultation and approval is required.

### Additional Information

Enrollment by application only. Students must earn a grade of C or better for the course to count toward the minor.

## The Minor in Data Science in the Humanities (DASH)

**Units required:** 15

Any humanities student will feel at home in this minor and in its research community. No previous experience with computational methods is required — the core curriculum equips students with the skills and knowledge necessary to navigate fluently the field of Digital Humanities, and those skills and that knowledge are eminently "transferable." Computational approaches to questions in the humanities are slowly migrating from the methodological fringes of the disciplines of cultural, artistic and historical inquiry; students in the minor will have the opportunity to engage with the emerging future of their fields — and to help shape that future.

A student who *does* have previous computational experience — a computer science major, for instance — will also benefit from the minor. Grafting that knowledge to the problems of cultural and historical analysis and working on challenging new projects within unfamiliar fields, computer-savvy students will find themselves becoming more versatile than ever (and therefore, we believe, more attractive to graduate admissions committees and potential employers).

### Required Courses (6 units)

| Code       | Title   | Units |
|------------|---|-------|
| IPH 312    | Introduction to Digital Humanities                                  | 3     |
| and either |   |       |
| IPH 431    | Statistics for Humanities Scholars: Data Science for the Humanities | 3     |

|         |   |
|---------|---|
| or both |   |
| IPH 430 | Data Manipulation for the Humanities (1 unit) |
| and     |   |
| IPH 432 | PROTA Programming for Text Analysis (2 units) |

To complete the minor, students take 9 additional units, including at least 3 units of work on a faculty research project in the Humanities Digital Workshop.

### Research Opportunities

This minor is unusual, among humanities programs, in its focus on hands-on undergraduate research. STEM fields provide relatively straightforward pathways toward research, whereas humanities students sometimes struggle to define what humanities research entails, let alone know how to get involved. Research opportunities are built *into* the DASH minor. It requires 3 units of work on a faculty-led project. It is possible to complete this minor with only 6 units of course work and devote the remaining 9 units *entirely* to research.

Every summer, the Humanities Digital Workshop (HDW) invites applications from undergraduate and graduate students for its summer fellowships (<https://hdw.artsci.wustl.edu/fellows/summer-fellows>). The fellowships pair students with humanities faculty engaged in digital humanities projects for 8 weeks, and past participants have overwhelmingly found this a valuable experience. Most students pursuing the minor will fill their required 3 units of research through one of these fellowships. A list of past and ongoing HDW projects can be found on the HDW Projects webpage (<https://hdw.artsci.wustl.edu/projects>).

### Courses

Visit online course listings to view semester offerings for L93 IPH (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L93&crslvl=1:4>).

#### L93 IPH 171 Freshman Seminar: Class and Class Struggle

Societies are typically divided into classes. The upper-class of society tends to be composed of those individuals who enjoy high degrees of wealth and influence and have many opportunities open to them. The middle-class commands relatively less wealth and influence and has far fewer opportunities than the upper class, but nevertheless still enjoy a comfortable situation in society. The lower-class, by contrast, has far less wealth and influence and far fewer opportunities than other classes. In some societies, this division between classes is institutionalized (e.g. caste systems). However, in many societies it arises as something of a by-product of a society's political and economic policies (e.g. capitalism). But in both cases, the division of societies into social classes inevitably leads to conflicts - or struggles - between the competing classes over jobs, resources, services, legal rights, and especially political power. Such struggles sometimes lead to an improvement of the situation of members of the middle-class and lower class. Other times, they merely lead to

a furthering of the divisions between classes. This course will take an interdisciplinary approach to the notion of class struggle, examining it from sociological, historical, political, and ethical perspectives. We will grapple with the fact that most "victories" in class struggles are temporary, that the division of societies into classes is often viewed as a "fact of life," and that individuals tend to incorporate their class membership into their personal identities, taking for granted all the benefits and disadvantages that comes said membership.

Credit 3 units. A&S IQ: HUM, SD

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**L93 IPH 175 Freshman Seminar: Seeing is Believing: Visuality, Power and Truth**

How does seeing work? Does the process of seeing begin with light bouncing off of objects and into our eyes — or when we ascertain what we are looking at? Visual interactions are far from neutral perceptions of objective truth, as they always involve interpretation of the world. Yet visual representations are one of the most common ways that we classify and understand the world around us. This course considers seeing as it affects social, spiritual and political life: from religious practices of iconic representation and iconoclasm (and the politics these practices engender), to the technological practices of reproduction in creating "realistic" forgeries, to the ways that visuality can be a technology of power. This freshman seminar considers examples from across a wide range of times and places. We begin by exploring visuality, representation, art and the ways that these produce meaning. We then move to examining several premodern and contemporary visual practices of major religions, considering how practices and ideologies of the visual vary dramatically across space and time. Next, we explore the relationship of changing technologies to notions of reality and authenticity. We then consider how techniques of visuality can be used for domination, particularly in contexts of economic and racial inequality. Finally, we examine the ways in which people use visual codes to define themselves through clothes, hair and other visible signs of identity. Throughout, students use the tools of art history, anthropology and religious studies to gain a greater critical understanding of the practices, ideologies and histories through which seeing meaningfully emerges across space and time.

Credit 3 units. A&S IQ: HUM EN: H

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**L93 IPH 201A Puzzles and Revolutions: Text and Tradition**

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science has, by virtue of its role in the development of technology and the improvement of health, brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: SCI EN: H

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**L93 IPH 201B The Great Economists: Text and Tradition**

Examination of the great economic thinkers, the problems they sought to solve, the historically conditioned assumptions that

they bring to their work, and the moral issues they raise. The class reads from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbroner. These readings are paired with selected texts on the social and moral issues of their times. Open only to participants in Text and Tradition.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L93 IPH 201C Classical to Renaissance Literature: Text and Tradition**

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.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L93 IPH 203C Early Political Thought: Text and Tradition**

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.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L93 IPH 206 The Idea of America**

Credit 3 units. A&S: TH

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**L93 IPH 207C Modern Political Thought: Text and Tradition**

A course in European history and thought since 1600 which addresses two themes: the search for a moral code, and the legitimate role of the state. Both are ancient inquiries, but they acquired important and novel interpretations in the West after the Reformation and the gunpowder revolution, and the rise of the modern statecraft grounded in both. One uniquely Western approach to these questions was the search for the primitive or "natural" situation of mankind, and readings in this genre provide some of the texts for the course. Parallel to presentation of the political history of modern Europe, such writers may be discussed as Locke from the 17th century, Montesquieu and Rousseau from the 18th, Marx and Darwin from the 19th, and the writings of anthropologists and philosophers from the 20th. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L93 IPH 209 Scriptures and Cultural Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this

course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

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**L93 IPH 211A Digital Humanities: Information Representation, Analysis and Modeling**

It is a truism that computers have changed our lives, the way we think, but in fact systematic efforts to apply current technologies to the thinking about history and culture have been rare. This course enables students to consider how these technologies might transform the humanities. Students explore the various ways that ideas and data in the humanities can be represented, analyzed and communicated. Topics include forms of information, modeling and simulation, geospatial (GIS) and temporal representations of data, and ways of creating and using audio and visual information. Readings and classwork are supplemented by small assigned digital projects culminating in a project chosen by the students themselves. Students should be comfortable with using the internet and a word processor. No other special computing skills are required.

Credit 3 units.

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**L93 IPH 228 Introduction to Aural Cultures: Silence, Noise, Music**

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Same as L27 Music 228

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L93 IPH 299 Research Internship in the Humanities**

Credit variable, maximum 3 units.

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**L93 IPH 301 Sophomore Research Tutorial**

A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest.

Credit 2 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 3050 Literary Modernities: Text and Tradition**

The course examines the various facets of modernity in major works of European, Eurasian and, sometimes, American literature from the early 17th century to the 1920s, starting with *Don Quixote*. We explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course engages with two or three important models of critical practice, e.g., Wollstonecraft's *Vindication of the Rights of Women*, Marx's *German Ideology*, Freud's *The Interpretation of Dreams*, T.S. Eliot's *Tradition and the Individual Talent*, or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote."

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L93 IPH 306 Opera: Text and Context**

We focus on operas drawn primarily from the French, Italian and German traditions that served as watershed moments in the history of literature, music, philosophy and criticism. We read source texts (including famed literary works by Molière, Beaumarchais, Scott, Hugo, Bérour, Maeterlink, Mérimée, Hoffmann and James), view performances in their entirety, discuss the literary works, philosophy and criticism that the works inspired, and consider the American reception of the works, including their influence on pop culture. Students gain a sense of opera's vital role at the intersection of the arts (text, music and dance) and the disciplines (History, Philosophy, Cultural Studies, Postcolonial Studies, Gender Studies), learning to approach the study of the genre from multiple perspectives. Preference is given to IPH majors and Text and Tradition students, though others are welcome.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L93 IPH 310 An Intellectual History of Sex and Gender: Text and Tradition**

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we engage with a broad range of readings that serve as primary texts in the "history of sexuality and gender." Our aims are threefold: to analyze the literary evidence we have for sexuality and gender identity in Western culture, to survey modern scholarly approaches to those same texts and to consider the ways in which these modern theoretical frameworks have become the most recent set of "primary" texts on sexuality and gender.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: BA EN: H

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**L93 IPH 312 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: HUM EN: H

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**L93 IPH 313A The Legend of King Arthur in the Middle Ages**

This course examines the medieval tradition of King Arthur that arose in northern Europe from the "dark ages" to the invention of printing. The objective of this course is to achieve a thematic, historical and structural insight into some of the best examples of medieval storytelling and understand why they continue to cast a spell over readers today. You may want to try your own hand at Arthurian storytelling after you have learned the building blocks. The course also lays a foundation for the study of premodern literature, the medieval and early modern world, and the national cultures of France, Germany and Britain.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L93 IPH 315 Independent Study in the Interdisciplinary Project in the Humanities**

Credit 3 units.

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**L93 IPH 318 Lincoln: Then and Now**

A study of Abraham Lincoln's writings and of how they emerge from his reading and his experiences. We read his speeches and other writings to investigate his political and social philosophy. And we look at this legacy, politically and culturally.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L93 IPH 3191 The European Avant Garde: Interdisciplinary Studies in the Humanities, 20th Century**

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition, emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L93 IPH 3311 Laughter from Joubert to Bataille: Interdisciplinary Studies in the Humanities**

In this course we will trace a tradition of writing on laughter. While we will read texts that might explain laughter by way of comedy or humor, we will be interested in laughter itself. What does the body in laughter look like? How does laughter sound? Where, when and how does laughter happen? What is laughter's relation to language, to song, to thought? What kind of communities does laughter form? We will read texts by Joubert, Erasmus, Hobbes, Descartes, Chesterfield, Kant, Bergson, Freud, Bataille, Sarraute, and Ellison. We will listen to music like Louis Armstrong's "Laughin' Louie" and we will watch films like *Laughing Gas*, *The Man Who Laughs* and *A Question of Silence*.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L93 IPH 332 Visual Culture**

In this interdisciplinary course, we explore this long history of vision and visual representation from antiquity to the present so as to shed light on how people at different moments have understood vision, have seen their own seeing and have encoded this seeing in different artifacts and media. More specifically, we explore the role of the visual in the historical production of subjectivity and collectivity; the political, religious and ideological uses and abuses of vision; the relation of images to words and stories; the implication of sight in competing systems of truth, enlightenment and scientific progress; and the function of seeing within different media of art, entertainment and virtualization — from ancient cave painting, medieval icons and early modern church designs to modernist paintings and motion pictures.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L93 IPH 360 The Traffic in Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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**L93 IPH 3951 Shakespeare's Sonnets: Framing the Sequence**

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers — including Wilde, Booth, and Vendler — have responded to the challenges of the sonnets. Students will work on writing their own commentary on a group of poems.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L93 IPH 401 IPH Thesis Prospectus Workshop**

Students assist each other in developing viable thesis topics, compiling bibliographies, and preparing research plans. Students give formal and informal oral presentations of their proposed topics. Prospectuses and, if possible, drafts of first chapters are peer-edited.

Credit 3 units. A&S: TH A&S IQ: HUM, WI EN: H

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**L93 IPH 403 Senior Thesis Tutorial**

Credit 3 units.

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**L93 IPH 405 Theory and Methods in the Humanities:**

**Classics of Social Theory**

Does humanity make progress? What does it mean to be part of a society, a culture, or an economy? And how do human beings find hope in the face of violence, loneliness, inequality, and the prospect of their own mortality? These fundamental questions about the human condition are the province of social theory, a way of thinking that intersects with philosophy, politics, economics, religion, anthropology, and sociology. This seminar will examine an array of classic texts in this field, including works from Karl Marx, Friedrich Nietzsche, Sigmund Freud, Theodor Adorno, Hannah Arendt, and Michel Foucault.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 4111 Pastoral Literature: Interdisciplinary Studies in the Humanities, Antiquity**

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how "the lives and loves of herders" became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L93 IPH 4171 Roman Remains: Traces of Classical Rome in Modern British Literature**

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late 19th and 20th centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's *Poems of 1912-13* next to Vergil's *Aeneid*, then survey Hardy's relationship to the visible remainders of Rome and the people it conquered — roads, barrows, forts — in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's *Heart of Darkness* and Ezra Pound's "Homage to Sextus Propertius") and examine the place of Vergil in T.S. Eliot's critical and poetic practice.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 425 Humanities by the Numbers**

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class introduces students to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200-level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined vary from semester to semester. Consult semester Course Listings for current offerings.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 426 Imagining the City: Crime and Commerce in Early Modern London**

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth seemed to harbinger, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people — apprentices, domestic labor, street vendors,

etc. — lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social — a shared space of kinship and community — could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis, its primary market, home to a burgeoning print culture and nourishing theater and emerged, eventually, as the epicenter of a global economy. This course considers the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition we consider secondary sources ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 427 Technology and Feminist Practice: Gender Violence Prevention Tools**

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

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**L93 IPH 430 Data Manipulation for the Humanities**

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail

basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.  
Credit 1 unit.

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**L93 IPH 431 Statistics for Humanities Scholars: Data Science for the Humanities**

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course, students should be able to evaluate statistical arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.

Credit 3 units. A&S IQ: HUM, AN EN: H

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**L93 IPH 444 Psychoanalysis and its Literary Cultures**

This course examines interactions between texts from the domains of literature and psychoanalysis. We read theory and literature side by side, in order to ask the following questions: Does the relationship between literary text and theory necessarily entail the subjection of literature to analysis, or can one, as Pierre Bayard asks, apply literature to psychoanalysis? What can psychoanalytic readings tell us more broadly about the act of reading? How can psychoanalysis enrich our sense of the ethical import of reading and writing, and how can literature challenge psychoanalytic goals and values? In terms of psychoanalytic authors, we focus on Freud, Lacan, Klein, Winnicott and Bayard. In terms of literature, we range widely from Sophocles to Henry James.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 450 Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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**L93 IPH 450A Interdisciplinary Topics in the Humanities**

Credit 3 units.

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**L93 IPH 455 IPH Senior Colloquium: Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L93 IPH 465 The Pre-History of Blogging: Social Media of the Enlightenment**

This course will explore the ways in which the Enlightenment — in France, England, Germany and the U.S. — was shaped by the emergence of new literary forms, media and technologies of communication. Like our blogs, Facebook and email, the 18th century had its new social media — newspapers and literary journals, letters that surged through the national postal systems — as well as new social institutions — salons and coffeehouses — that served as forums for public debate. We

will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and state control.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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## International and Area Studies

International and Area Studies (IAS) offers an interdisciplinary major that allows undergraduate students to develop a broad understanding of the world, while exploring the diversity and richness of other cultures. One of the hallmarks of the contemporary era is the complex relationship between globalization and local differences. New information technologies and worldwide markets connect people, ideas and products throughout the globe. Yet even in this context of globalization, strong attachments to local languages, cultures and societies remain. In some ways, differences among people — whether of government, economy, religion or ethnicity — are becoming more pronounced.

How can we understand these tensions between the global and the local? International and Area Studies courses explore this question in a combination of ways that makes it unique among undergraduate majors at Washington University. IAS is committed to an interdisciplinary perspective that spans the humanities and social sciences and encourages both a contemporary and a historical point of view. It introduces IAS majors to comparative local, international and global perspectives on important issues in the 21st century.

IAS challenges students to master a foreign language as well as the cultural contexts in which the language is spoken, but it also requires study of more than one world area. In addition to conventional course work, IAS encourages exploration of contemporary foreign affairs through speakers, conferences and faculty panels; and provides an introduction to international careers. The program provides robust support for foreign study and independent research, and IAS majors frequently take advantage of one of Washington University's overseas programs during the junior year or the summer.

There are five concentrations available to IAS majors: (1) IAS with a concentration in development; (2) IAS with a concentration in Eurasian studies; (3) IAS with a concentration in European studies; (4) IAS with a concentration in global cultural studies; and (5) IAS with a concentration in international affairs.

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## Majors

### The Major in International and Area Studies

There are five concentrations available to IAS majors: (1) development; (2) Eurasian studies; (3) European studies; (4) global cultural studies; and (5) international affairs.

Please visit the following pages for more information about their requirements:

- Concentration in development (p. 594)
- Concentration in Eurasian studies (p. 597)
- Concentration in global cultural studies (p. 599)
- Concentration in international affairs (p. 602)

Please visit the separate European studies (p. 428) page for information on this concentration.

**Total units required:** 36 graded credits plus four semesters of any modern foreign language.

#### Required courses:

- These depend on the concentration.

#### Elective courses:

- Depending on the concentration, two to four introductory courses (3 credits each, at the 100 or 200 level).
- Depending on the concentration, eight to ten upper-level courses (3 credits each, at the 300 or 400 level).

#### Regulations:

- Completion of all IAS course work with a grade of C+ or higher; all courses for the major must be taken for a letter grade.
- Students must satisfy the standard IAS foreign language requirement with a language appropriate to their concentration and consistent with their study abroad location (more details below).
- Students must complete one semester of language before declaring the major.
- We strongly encourage students to study abroad. For those who do not study abroad, an additional 3 credits at the 300 or 400 level are required (more details below).
- We strongly prefer students to select a study abroad location consistent with their chosen language of study (e.g., students who wish to study in Latin America must satisfy their language requirement with either Spanish or Portuguese).
- Throughout the course of completing the IAS major, students must show **depth** in at least one world area by taking a minimum of two courses focused on the same area, and **breadth** by taking a third course focused on a different area. We consider world areas to be Africa, East Asia, Europe,

Latin America, the Middle East, North America (for some concentrations) and South Asia.

- Students must choose their upper-level course work from a minimum of three academic disciplines (for example, anthropology, art history, economics, film, history, literature, music, philosophy and political science).
- No more than 12 total credits earned outside of the day school of Washington University may be applied to a student's IAS major. This limit includes credits from study abroad (never more than 6 credits from a single semester, 3 from a summer, or 12 from a year), University College, or summer school from other U.S. universities, or any combination thereof. (400-level credits must be earned on campus or in Washington University courses taught abroad.)
- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

## Additional Information

**Language Requirement:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of four semesters of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's overseas programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year, and in IAS 486 IAS Senior Honors Thesis in the spring of senior year (under the corresponding section number of the faculty member overseeing their thesis) in order to be properly tracked by the IAS capstone coordinator.

## Minors

The International and Area Studies program does not offer a minor.

## Courses

Visit online course listings to view semester offerings for L97 IAS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L97&crslvl=1:4>).

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### L97 IAS 103B International Public Affairs

We live in a complex, fast-paced world. Technological advances and economic interdependence bring us closer together, even as globalization creates new challenges that cannot be solved by one country alone. In this class we will examine the forces that affect competition and cooperation in a globalized world. Students will engage with influential social science literature on these topics, participate in classroom discussion, and take part in classroom activities, such as debates and policymaking simulations, to build a deeper understanding of these theories. In addition, students will work on semester-long policy projects to build practical skills in problem solving, team building and communication. This course is restricted to freshmen in the Global Citizenship program.

Credit 3 units. A&S IQ: SSC

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### L97 IAS 107 A World on the Move: Post-Conflict Migrations

Migration is the human face to our modern era of globalization, entailing incredible costs, risks and returns for migrants along with important consequences for host societies, sending societies and the wider world. This course offers a new perspective on how and why people move by examining general theories and practices of migration and then analyzing various geographic locations, policies and individual experiences through the detailed study of two cases of global movement that occurred after the end of World War II and again after September 11, 2001. While close attention is paid to Europe, as both host and home to many migrants during these two key moments, we also spend time visiting North Africa, the Middle East, South Asia, Latin America and the United States to follow the paths of important migrant groups during these eras. We contextualize the historical factors that led to these migrations, the social and economic consequences of these large movements of people, but spend the bulk of our time looking at the multiple perspectives of peoples involved from migrants themselves (both forced and voluntary), refugees and displaced people, soldiers, government officials from both host and home societies, representatives from the host society and more.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L97 IAS 125 Migration and the Migrant Experience

Regular migrations of people across international borders continue to perplex governments, policy expert and human rights advocates. This course uses the lived experiences of the millions of people who have moved and currently move between Mexico and the United States each year to think about migration's meanings in local, multinational and global contexts. What does the relocation of individuals, families and communities tell us about boundaries, nation states and globalization? What does it mean to be a transnational citizen? What is the relevance — and responsibility — of nation states in the new "global" world?

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 127 Migration in the Global World: Stories**

The expression "Stories of Migration" has a variety of meanings. A "story" is a narrative that has a beginning, middle and an end; an account of imaginary or real people and events told for entertainment, a report of an item of news in a newspaper, magazine or broadcast; or an account of past events in someone's life or in the development of something. This course is restricted to and required of participants in the International Leadership Program. A story also can be a way to make sense of the world, and, as we discuss throughout the semester, a tool to change the world. This course is based on the premise that in order to shape the future of migration in the global context, it is imperative to understand how stories of migration emerge, are told, passed on, shared, translated, disseminated, collected, challenged and retold. For these purposes we examine a wide range of stories of migration from the past decade. We experiment with both low-tech and high-tech media in order to come up with different ways to showcase stories of migration, and to assess the actual repercussions that these stories of migration have. While we address migration in the global context, we focus on three regions: the U.S. Mexican border, the Mediterranean and St. Louis. We study immigrant communities in these different locations and analyze a variety of narrative forms and structures in order to discern the impact that stories of migration have both locally and globally. Course materials include novels, memoirs, journalism, essays, short stories, graphic novels, radio programs, film and performance pieces. This course is restricted to freshmen in the International Leadership program.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM EN: H

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**L97 IAS 129 Perspectives on Migration: History, Memory and the Making of Modern Europe**

Politicians in several European countries recently declared that "multiculturalism has failed," emphasizing immigration as the cause of contemporary social and political conflict and denying the historical role of migration on the European continent. However, from Teutonic and Slavic settlement migration in the first 10 centuries AD to recent guest worker programs and immigration from former colonies, encounters between different cultures, religions, and forms of social organization have been a staple of European societies' development and contributed to producing the continent's geopolitical map as we know it today. In this course we trace significant mass movements of people in Europe and the historical and political repercussions of these migrations to try to understand why some migrations are remembered and others are not. We also study how notions of "otherness" and "diversity" have come to be central points of contention within current discourses in Europe. Primary sources, autobiographical narratives, scholarly analyses and a range of visual material including maps are the basis for class lectures and individual and group work assignments in this course. This course is restricted to and required of participants in the International Leadership program.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L97 IAS 1300 The Art of Medicine**

This interdisciplinary, cross-school course at the intersection of the humanities and medicine offers students a singular encounter with the changing art and craft of medicine from ancient times to the present day. The course highlights transformational moments in the chronological history of

medicine. It engages a variety of texts, including primary works and scholarship in the history of medicine as well as artworks and literary and dramatic narratives that represent the body, disease and healing care. A principal aim is for students to learn to see medicine as a social practice deeply implicated in the beliefs and struggles of particular cultural and historical contexts. Collaborating faculty come from the School of Engineering, the Washington University School of Medicine, the Sam Fox School of Design & Visual Arts and the School of Arts & Sciences. This course is for freshmen only.

Same as I50 InterD 130

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L97 IAS 135 Freshman Seminar — Chinatown: Migration, Identity and Space**

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of five Chinatowns in the U.S. through the real life stories of their residents. This is followed by an in-depth study of Chinese restaurants and food all over the world using texts, images and films that reveal how Chinese cuisine is inherited in and adapted to each local culture and society. The seminar culminates in a discussion of Chinese migration and settlement, the representations of identity, and the cultural and spatial constructions in particular historical and social contexts. The assignments include field trips to Chinese businesses, and a debate on whether or not Olive Boulevard constitutes a Chinatown in St. Louis.

Credit 3 units. A&S: CD A&S IQ: HUM, LCD Arch: HUM Art:

HUM BU: IS EN: H

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**L97 IAS 140 East Asia in the World**

This course covers the geopolitical history of 20th-century East Asia, from its colonial constellation through its transformation into Cold War nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia — China, Taiwan, the Koreas and Japan — act as members of a transnational region and when they act in ideological, national or local terms. We evaluate different disciplinary approaches in order to understand the combination of knowledge and skills necessary for drawing meaningful research conclusions. In reading articles produced by a range of scholars and institutions, the course is also an introduction to the politics of the production of knowledge about East Asia. We then apply our knowledge to a real-world conflict and give team presentations on our proposed solutions. This course is restricted to freshmen in the Global Citizenship program.

Credit 3 units. A&S: TH, CD A&S IQ: HUM

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**L97 IAS 1500 Silver, Slaves, and the State: Globalization in the 18th Century**

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class. Same as L22 History 1500

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 1503 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.

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**L97 IAS 1504 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 L97 IAS 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.

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**L97 IAS 155 Freshman Seminar: Mapping the World: Introduction to Human Geography**

What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. No prerequisites.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

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**L97 IAS 160 World Politics and the Global Economy**

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nations, communities and economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions and controversies in the study of global political-economic relations. In a small group seminar we examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations. This course is restricted to freshmen in the Global Citizenship program.

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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**L97 IAS 164 Introduction to World History: Theory and Practice**

As an introduction to world and comparative history, this course tours the globe in an era when the world was engulfed by war. The Second World War was a period of intense violence, upheaval, and profound change that touched every continent in one way or another by destroying, remaking, and inventing international, domestic, and local institutions. Where conventional studies of the conflict focus on military and diplomatic matters, this course surveys the causes, scope and consequences of World War II for a representative sample of the common people of Europe, the Americas, Africa, the Middle East and Asia. It uses the war's influence on race, gender, disease, propaganda, technology, literature, film, music and material culture to introduce students to the basic concepts and methodologies of world and comparative history. Introductory course to the major and minor.

Same as L22 History 164

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

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**L97 IAS 1640 Health and Disease in World History**

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors — from religious beliefs and dietary practices to inequality, poverty, empire and war — in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Same as L22 History 1640

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 165D Latin America: Nation, Ethnicity and Social Conflict**

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and subregions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prerequisites: none.

Same as L45 LatAm 165D

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 174 Medicine East and West: Comparing Health Care in the U.S. and China**

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course are exposed to a broad range of topics dealing with health and health care in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class are prepared to understand and address ongoing health care concerns affecting U.S. and Chinese society.

Same as L48 Anthro 174

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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**L97 IAS 1750 Freshman Seminar: Seeing is Believing: Visuality, Power and Truth**

How does seeing work? Does the process of seeing begin with light bouncing off of objects and into our eyes — or when we ascertain what we are looking at? Visual interactions are far from neutral perceptions of objective truth, as they always involve interpretation of the world. Yet visual representations are one of the most common ways that we classify and understand the world around us. This course considers seeing as it affects social, spiritual and political life: from religious practices of iconic representation and iconoclasm (and the politics these practices engender), to the technological practices of reproduction in creating "realistic" forgeries, to the ways that visuality can be a technology of power. This freshman seminar considers examples from across a wide range of times and places. We begin by exploring visuality, representation, art and the ways that these produce meaning. We then move to examining several premodern and contemporary visual practices of major religions, considering how practices and ideologies of the visual vary dramatically across space and time. Next, we explore the relationship of changing technologies to notions of reality and authenticity. We then consider how techniques of visuality can be used for domination, particularly in contexts of economic and racial inequality. Finally, we examine the ways in which people use visual codes to define themselves through clothes, hair and other visible signs of identity. Throughout, students use the tools of art history, anthropology and religious studies to gain a greater critical understanding of the practices, ideologies and histories through which seeing meaningfully emerges across space and time.

Same as L93 IPH 175

Credit 3 units. A&S IQ: HUM EN: H

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**L97 IAS 208 Introduction to Jewish Civilization**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — is to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the

Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JINE 208F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, IS EN: H

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**L97 IAS 209B African Studies: An Introduction**

This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

Same as L90 AFAS 209B

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JINE 210C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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**L97 IAS 223 Korean Civilization**

A comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention is also paid to contemporary issues, social problems, and cultural trends.

Same as L51 Korean 223C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 2230 The African Diaspora: Black Internationalism Across Time and Space**

This course is an introduction to the history of the African diaspora. It engages the following questions: What constitutes a diaspora and what is the African diaspora in particular? Where is it? What were the conditions that led to the dispersal of Africans throughout the world? How have Africans in the diaspora constructed cultural and political identities across time and space? What were the circumstances that led to the dispersal of Africans? When the dispersal resulted from conditions of inequality, as was the case when the transatlantic slave trade led to the forced migration of Africans to the "new world," what were the legacies of that inequality? How has the African presence transformed the societies in question? Though the course focuses on readings from the United States, the Caribbean

and South America, students also are exposed to the African diaspora as a series of dispersals, with a view to placing the African diaspora in the "new world" within the historic context of a longer history of African dispersal.

Same as L90 AFAS 2230

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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#### L97 IAS 226C Japanese Civilization

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Same as L05 Japan 226C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: IS EN: H

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#### L97 IAS 227C Chinese Civilization

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Our readings include literary, philosophical and historical documents as well as cultural histories. Regular short writing assignments; take-home final. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

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#### L97 IAS 229 Modern European History: Migrations, Nation States, Identities

Politicians in several European countries recently declared the failure of multiculturalism, emphasizing immigration as the cause of social and political conflict. These statements deny that the European continent as a whole has been shaped by various forms of migration, ranging from Teutonic and Slavic settlement migration in the first 10 centuries AD, and rural-to-urban migration and religious expulsions in the Middle Ages, to recent guest worker programs and immigration from former colonies. Encounters between different cultures, religions and forms of social organization are a staple of European societies' development. The course begins with a brief overview of significant population movements since the Early Modern Era and then focuses on important mass movements since the French Revolution. Course units study the nexus between migration and modernization, people's movement and the nation-state, empire and citizenship, and economic and social development. The class also poses the questions: Why are some migrations remembered and others not? Why do we know what we know about migration and migrant experiences? How do notions of "otherness" and "diversity" come to be central points of contention within current discourses in Europe? How do race, class and gender interact in shaping the experience and perception of immigrants? Primary sources, autobiographical narratives, scholarly analyses and a range of visual material including films and maps are the basis for class lectures and individual and group work assignments, helping students to develop critical thinking and effective oral and written communication skills.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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#### L97 IAS 244 Introduction to European Studies

This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester considers contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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#### L97 IAS 2500 Topics in Asian-American Studies

An introductory survey covering United States immigrant populations from throughout Eastern and Southern Asia.

Same as L98 AMCS 250

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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#### L97 IAS 260 Migrations in Past and Present: Introduction to Migration Studies

The course, grounded in a multidisciplinary approach, provides an introduction to the study of migration, featuring significant mass movements in the past 150 years and crucial concepts of historical and theoretical analyses of the movement of people. Course units explore continuities, trends and shifts in human migration and migration policy and how they affect individual immigrants' lives. A variety of sources, such as oral history, films, novels, legal documents and scholarly secondary analysis help students to consider different perspectives on internal and international migrations, from the individual migrant to civil society, from political regulation to economic consideration. Throughout the course, students deepen their understanding of migration as a result of social transformation, force or individual choice. We study concepts of the nation-state and citizenship, the political economy of migration, gender, sexuality and migration, and notions of identity and social inclusion more generally to build a sound critique of contemporary discourses on immigration.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 301 Historical Methods: Transregional History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Same as L22 History 301T

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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#### L97 IAS 301L Historical Methods — Latin American History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Same as L22 History 301L  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3024 International Institutions**

This course surveys in historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organization before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF and the World Bank. Prerequisites: Intro to International Politics L32 103B.

Same as L32 Pol Sci 3024

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L97 IAS 302B Peoples and Cultures of the Middle East**

This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.

Same as L48 Anthro 302B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

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**L97 IAS 3030 The Daoist Traditions**

This course offers an introduction to the history, practices and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the second century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Same as L23 Re St 303

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L97 IAS 3034 Christianity in the Modern World**

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world.

Same as L23 Re St 3031

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L97 IAS 3040 International Law and Politics**

What is international law? Does it really constrain governments? If so, how? In this class we will examine these questions through a mixture of political science and legal theories. Students will become familiar with the major theories in both disciplines and be introduced to the basic tenets of public international law. Students also will develop basic skills in legal research by reading and briefing cases from international tribunals and through an international law moot court simulation.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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**L97 IAS 3042 Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we consider the changing historical perception of the body. The intersection of gender, race and class factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course also provides an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken WGSS 204. Prerequisite: any 100- or 200-level WGSS course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L97 IAS 305 Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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**L97 IAS 3053 Anthropology of Tibet and the Himalayas**

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course will explore the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.

Same as L48 Anthro 3051

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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**L97 IAS 3055 Contemporary Chinese Culture and Society**

This course provides an introduction to emerging trends in Chinese culture and society. We explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural

unity and diversity. While we focus on the post-Mao reform era (1978 to the present), we consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories and frameworks integral to the analysis of Chinese culture and society. Readings, lectures and discussions highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption and globalization.

Same as L48 Anthro 3055

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

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#### L97 IAS 3056 Material Culture in Modern China

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies and films, we will investigate values, beliefs and attitudes toward the material world in modern Chinese life. Readings, lectures and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Same as L48 Anthro 3056

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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#### L97 IAS 305M Survey of Mexican Studies

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. Prerequisites: none.

Same as L45 LatAm 305

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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#### L97 IAS 3063 Islam, Culture and Society in West Africa

This course explores the introduction of Islam into West Africa beginning in the 10th Century and explores its expansion and development in the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi

orders in West Africa through time and space. The course is organized around a series of lectures and readings, as well as print and visual media.

Same as L90 AFAS 3062

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: NW

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#### L97 IAS 306B Africa: Peoples and Cultures

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from precolonial times to the present.

Same as L48 Anthro 306B

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

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#### L97 IAS 307 The Writing of the Indian Subcontinent

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed as an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors, including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesekeera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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#### L97 IAS 3073 The Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation-states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### L97 IAS 3081 Topics in Asian-American Literature: Identity and Self-Image

Topics in Asian-American literature which will vary from semester to semester.

Same as L14 E Lit 308

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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#### L97 IAS 3092 Indigenous Peoples and Movements in Latin America

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism,

global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

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#### L97 IAS 3093 Anthropology of Modern Latin America

A survey of current issues in the anthropological study of culture, politics and change across contemporary Latin America and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.–Latin American relations. Attention is given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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#### L97 IAS 3098 African Art in Context: Patronage, Globalisms and Inventiveness

This course offers an introduction to principal visual arts from Africa, prehistoric to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding and social history. Theoretical perspectives on the collection, appropriation and exhibition of African arts in Europe and North America will be examined. Course work will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Same as L01 Art-Arch 3090

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H UColl: NW

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#### L97 IAS 3101 Ancient Civilizations of the New World

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments will be presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: SSC BU: HUM

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#### L97 IAS 311 Buddhist Traditions

This course examines the historical development of Buddhism from its origins in South Asia in the sixth to fifth century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia.

In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet and East Asia. We close the course with an overview of Buddhism in the modern West.

Same as L23 Re St 311

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H UColl: NW

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#### L97 IAS 3110 Topics in English & American Literature:

##### Contemporary Literature of the East West Divide

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM UColl: NW

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#### L97 IAS 3114 Culture, Politics and Society in Francophone Africa

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities.

In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA).

Same as L90 AFAS 3113

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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#### L97 IAS 3120 South Asian Religious Traditions

The Indian subcontinent is home to Hindu, Islamic, Buddhist, Jain, and Sikh traditions, among others. In this course we explore several traditions that are vital to life in India, Pakistan and beyond. We first encounter each tradition through narrative, with the support of visual media. We then explore how contemporary adherents make these traditions meaningful for themselves — in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will have the opportunity for creative projects or individual research.

Same as L23 Re St 312

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: NW

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#### L97 IAS 3124 Race, Caste, Conversion: Social Movements in South Asia

It is a truism that caste-based injustice is one of the abiding forms of inequality in South Asia. But what precisely is a caste,

and how is injustice to be removed? In this course, students explore different theories of caste, beginning with the race-inflected theories of the 19th century; and different approaches to the remediation of inequalities, including social reform, religious conversion, political organization and legal remedies. Students also compare caste reform with gender reform and consider how the experience of caste is inflected by gender. Same as L22 History 3122  
Credit 3 units. A&S: TH, CD, SD EN: H

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**L97 IAS 3130 Topics in English and American Literature**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, oversimply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also assigned include Mary Shelley's *Frankenstein* and Byron's *Don Juan*. Same as L14 E Lit 313  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L97 IAS 3132 Introduction to Comparative Arts**

Same as L16 Comp Lit 313E  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L97 IAS 3149 The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity. Same as L22 History 3149  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 314B International Politics**

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation and people across national boundaries are other forms of international interactions. This course introduces

major approaches, questions and controversies in the study of global political-economic relations. In a small group seminar we examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.  
Credit 3 units. BU: IS

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**L97 IAS 315 Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

This course explores how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality and ethnic identity. We raise questions such as: What has led to sex trafficking in Nepal? Can information technology solve India's social problems and unemployment? What is biopiracy and how are South Asian activists challenging the global corporatization of world food and water supplies? Readings, films and discussions take us to countries such as Bangladesh, Nepal, Pakistan, Sri Lanka and India. Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC BU: IS EN: S

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**L97 IAS 3150 The Middle East in the 20th Century**

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism). Same as L22 History 3150  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L97 IAS 3153 Russian Music**

Same as L27 Music 315  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L97 IAS 3160 Chinese Social History: Urban Transformations**

The course examines major themes and debates in Chinese urban history since the mid-19th century. Topics include: the Western impact; the construction of modernity; elite activism and authoritarianism; consumerism and nationalism; shifting gender roles; political mobilization and social networking; and the Communist revolution. Understanding and analyzing the nuance and difference in views and interpretations in historical writings (historiography) are essential. Same as L22 History 3161  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L97 IAS 3163 Early Modern China: 1350-1800**

This course examines political, socioeconomic and intellectual — cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early-modern indigenous developments as increasing commercialization, social mobility and questioning of received cultural values.

Same as L22 History 3162  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU:  
IS EN: H

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**L97 IAS 3165 The Chinese Diaspora to 1949**

China has had one of the most mobile populations in world history. This course will explore migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500-present). Specific topics will include: the internal migration that has helped to consolidate the borders of the modern Chinese state, such as Chinese migration to the southwest in the 18th century, to Taiwan in the 18th and 19th centuries, and into western China in recent decades as well as overseas Chinese migration to Southeast Asia, Australia, Europe, and the Americas, including St. Louis. In addition to examining how Chinese immigrants have adapted to local conditions both within and outside China, this course will explore the practices that have created and sustained diasporic networks in nearly every part of the world today.

Same as L22 History 3165  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 3166 Topics in Chinese Policy at Fudan**

A topics course on Chinese Policy at Fudan University. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3167 Topics in Chinese Economy at Fudan: The Political Economy of China**

A topics course on Chinese Economy at Fudan University. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 3 units. BU: IS EN: S

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**L97 IAS 3168 Historical Landscape and National Identity in Modern China**

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campuses, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory and changing over time is an important concern of this course.

Same as L03 East Asia 3163  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H

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**L97 IAS 3190 The European Avant-Garde: Interdisciplinary Studies in the Humanities, 20th Century**

The first half of the 20th century witnessed the emergence of artistic movements characterized by revolt against tradition,

emphasis on radical experimentation and redefinition of the art work. This course familiarizes students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism and French Surrealism. We ask ourselves how to define the avant-garde, how it is related to modernity and whether its aesthetic is necessarily political. Texts include *Futurist Manifestos*, Cendrars' *Trans-Siberian Prose*, Stein's *Tender Buttons*, Breton's *Nadja*. We also examine artworks such as Duchamp's "Large Glass" and films such as Buñuel's *Un Chien Andalou*.

Same as L93 IPH 3191  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L97 IAS 3192 Modern South Asia**

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anticolonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Same as L22 History 3192  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU:  
HUM, IS

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**L97 IAS 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures and farm lands, rivers and rainfall, animals and humans? We ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course covers examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 320 British Cinema: A History**

In cinema, as in politics, Britain is caught awkwardly between America and Europe, never quite knowing how to position itself. Should it try to compete seriously with Hollywood, or develop a smaller-scale and more distinctive national cinema on the French or Swedish model? This uncertainty has commonly been seen as a weakness but it can be seen, conversely, as a strength, fostering a rich diversity and complexity both in the output overall and in the work of key British filmmakers such as Michael Powell, David Lean and, in the first half of his career, Alfred Hitchcock. This course traces the fortunes of British cinema from its lively beginnings through a switchback history of slump and recovery, giving equal attention to the work of high-profile directors such as Hitchcock and to important genres such as 1930s documentary, Ealing comedy and Hammer horror. A continuing theme is the complex economic relationship between British cinema and Hollywood: co-productions, trade barriers, the drain of talent to Hollywood, and the intermittent success of British films such as *The King's Speech* in the American market. Required screenings.

Same as L53 Film 320

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Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 3201 Japan from Earliest Times to 1868**

A survey of the history of the Japanese archipelago from prehistory to the Meiji Restoration of 1868, this course is designed to acquaint students with pre-industrial Japanese society and the discipline of history. In addition to tracing political, social, and cultural narratives across time, we will focus on three themes: the emergence of a centralized state and the subsequent transition from aristocratic to warrior to commoner rule; interactions with the world beyond Japan's borders; and issues of gender and sexuality.

Same as L22 History 3202

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3204 Civic Scholars Study Abroad Semester One: Self Awareness, Civic Life, and Citizenship**

This is the first semester, foundation course for students in the study abroad cohort Civic Scholars program of the Gephardt Institute for Civic and Community Engagement. This program recognizes rising juniors enrolled in a study abroad program fall of their junior year who have demonstrated exemplary commitment to civic engagement and community service while at Washington University. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of \$5,000 to support a substantial civic project or internship. The program begins with a cohort retreat, and students will complete a course each semester in the program. Students will apply their \$5,000 scholarship toward a civic project during the summer between junior and senior year. This course provides students with a context for examining civic engagement and developing civic leadership skills. Through lectures, guest speakers, readings, excursions and class discussion, students will 1) explore the history and current status of civic engagement; and 2) prepare for the implementation of a civic project the summer between their junior and senior years. Students will meet in a structured class to discuss concepts, engage in critical reflection, and develop leadership skills. In addition, students will critically reflect on course content to enrich their learning. This is a one-credit course offered between spring break and the end of the semester.

Credit 1 unit. A&S: SS A&S IQ: SSC EN: S

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**L97 IAS 3205 Civic Scholars Study Abroad Semester Two: Civic Engagement in Action**

This is the second semester, foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of \$5,000 to support a substantial civic project or internship. The program begins with a cohort retreat, and students complete a course each semester in the program. Students apply their \$5,000 scholarship toward a civic project during the summer between junior and senior year.

This second course provides students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement with a context for developing their civic projects. Students engage in a semester-long research and project planning process tied to their civic projects. Through research, lectures, workshops and presentations, students develop a project proposal for their civic projects. Students meet in class to discuss concepts, engage in critical reflection, and develop skills for project implementation.

Credit 2 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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**L97 IAS 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices and performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

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**L97 IAS 3212 French Topics I**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D. Same as L34 French 321

Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS BU: ETH EN: H

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**L97 IAS 321C Introduction to Colonial Latin America until 1825**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: HUM

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**L97 IAS 322 Contemporary East Asian Cinema**

This course focuses on films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past three decades. Students examine how the global/local geopolitics

specific to the post-Cold War period, the passing of authoritarian regimes, the boom and bust of the Asian economy, and international film festivals have influenced the shaping of New East Asian cinemas across borders. Required screenings.

Same as L53 Film 322

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3220 Modern Mexico**

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 3221 Topics: The Jewish Experience in Italy**

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Ital 307D; no prerequisite for students in other majors. Three five-page papers. Please note: The Ital 5221 cross-listing course is for graduate students only.

Same as L36 Ital 3221

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 3224 Topics in Italian: Basilisks to Botticelli: the Birth, Development and Politics of Museums in Italy**

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the twentieth century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the sixteenth- and seventeenth-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Same as L36 Ital 3224

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 322C Modern Latin America**

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism;

slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race and ethnicity; the Mexican and Cuban Revolutions; U.S. intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it focuses primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

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**L97 IAS 323 The Cinema of Eastern Europe in the Cold War Era**

This course has two objectives. On the one hand, we watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required screenings.

Same as L53 Film 323

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3231 Black Power Across Africa & the Diaspora: International Dimensions of the Black Power Movement**

This seminar explores the Black Power Movement as an international phenomenon. By situating Black Power within an African World context, this course will examine the advent and intersections of Black Power politics in the United States, parts of Africa (including Ghana, Algeria, Nigeria and Tanzania), the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South America (Brazil) and Canada. Particular emphasis will be placed upon unique and contested definitions of "Black Power" as it was articulated, constructed and enacted in each region.

Same as L90 AFAS 3231

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L97 IAS 3243 A User's Guide to Japanese Poetry**

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse — the poetic diary, linked verse, haiku and others — and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Same as L05 Japan 324

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L97 IAS 3245 History of Chinese Cinemas: 1930s-1990s**

This course offers an overview of Chinese cinemas, including those of Mainland China, Hong Kong and Taiwan, over the 20th century. We study major trends such as the left-wing filmmaking in the 1930s, the Maoist revolutionary narratives, Taiwanese

healthy realism, the New Cinemas of the three regions, and contemporary transnational productions. Major topics include urban modernity, gender formation, national and transnational cinemas within specific historical contexts. All films come with English subtitles. Required screenings.

Same as L53 Film 324

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3248 Intercultural Communication**

"Intercultural communication" and "cross-cultural communication" are interchangeable terms in referring to the field of studies covered in this course. This course is designed to further students' sensibility toward cultural variables and to cultivate their practical skills in managing cultural diversity in everyday life and business. Our interrogation focuses on how cultural variables affect the thought, behavior, and value systems, the transmission and interpretation of messages, and characteristics of interpersonal and cross-cultural communication. We learn key concepts in this field (verbal and nonverbal communication, individualism and collectivism, stereotypes and ethnocentrism, etc.) and issues of particular concern in the current world (gender, race, inter-ethnic/racial relations, and intercultural communication in classrooms, medical care, and international business, etc.).

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: BA EN: S

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**L97 IAS 3250 French Film Culture**

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course offers an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the '30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the United States, and the broader appeal of recent hypervisual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course is on French cinema, we also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms are introduced but no prior knowledge of the language is expected. Required screenings.

Same as L53 Film 325

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3256 French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

Same as L34 French 325

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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**L97 IAS 3257 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales

and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation.

Same as L49 Arab 325

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 325C African Civilization to 1800**

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the Western Sudanese states, the trans-Atlantic slave trade and the historical roots of Apartheid.

Same as L90 AFAS 321C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

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**L97 IAS 3262 French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D.

Same as L34 French 326

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3264 Topics in East Asian Studies**

A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3265 Samurai, Rebels, and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings.

Same as L53 Film 326

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3266 "East" and "West" in Jewish Imagination and Politics**

How have Jews, as a paradigmatic diasporic people, understood their place between "East" and "West," and their relationships with other Jews and non-Jews within, across, and beyond the vast territorial expanse of Eurasia? What has it meant to identify, to be identified, and to live as Jews in Eurasia and beyond — both before and after the State of Israel? We begin with the origin of world Jewry, follow the various and interrelated experiences of Jews under Christendom and Islam, and, through carefully chosen vignettes, trace how the modern concepts of "East" and "West" have shaped the course of Jewish history, politics and imagination for millennia.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 326B Latin American Politics**

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting Latin American governments: the role of the military in politics; the reform of political institutions; threats from radical guerrillas and drug traffickers; debt and economic restructuring; and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico and Nicaragua. Prerequisite: 100-level introductory course in political science or its equivalent in history or international and area studies.

Same as L32 Pol Sci 326B

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L97 IAS 3273 Introduction to Israel Studies**

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy and society. L75 5273 is intended for graduate students only.

Same as L75 JINE 3273

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 327B African Politics**

A survey of politics in the states of sub-Saharan Africa. Major themes include the givens of African politics; the colonial inheritance; ethnicity, race and politics; religion and politics; forms and styles of rule and governance; pathologies and nonformal politics; and the international relation of African states. Requirements include two short papers and a written briefing on an assigned country.

Same as L32 Pol Sci 327B

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L97 IAS 3282 Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.

Same as L90 AFAS 3282

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Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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**L97 IAS 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L97 IAS 328B Gateway to Development**

Why do some nations develop while others languish? What accounts for disparities in wealth and opportunity in the world? These are far more than simply economic questions because development creates economic, political, and social surpluses, skills and capabilities that can be allocated to other tasks. Societies that attain development become more capable actors in world affairs and are better able to address problems confronting their domestic societies. This seminar explores what governments and societies do to promote or hinder growth and development, and how those actions influence social arenas.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L97 IAS 3290 Italian Neorealism**

This course explores the visual language of one of the most influential film movements of the 20th century. We concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of filmmakers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.

Same as L53 Film 329

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 3291 History of German Cinema**

This course explores the major developments of German cinema throughout the 20th century. More specifically, this course engages with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention is given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings.

Same as L53 Film 328  
Credit 3 units. A&S: TH BU: IS EN: H

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**L97 IAS 3292 Topics in Politics: Modern South Asian Politics**

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization; land reform; law and politics; social movements; religious and caste politics; the rise of religious nationalism; and political control of the economy.

Same as L32 Pol Sci 3292

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L97 IAS 3293 Religion and Society**

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L97 IAS 3301 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester.

Same as L04 Chinese 330

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3313 Women and Islam**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe and the United States. Students examine ethnographic, historical and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Same as L48 Anthro 3313

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA

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**L97 IAS 3317 Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Postcolonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the USA. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of *Guernica* by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students visit the St. Louis and the Kemper Art Museums. Prerequisite: Span 308E. May

be used for elective credit in the Spanish major or minor. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

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**L97 IAS 3318 Topics in Holocaust Studies**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period — the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children — both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children — an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.

Same as L21 German 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L97 IAS 3319 Health, Healing and Ethics: Introduction to Medical Anthropology**

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Same as L48 Anthro 3310

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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**L97 IAS 332 Topics in Politics: Constitutionalism and Democracy**

An introductory analysis of a range of issues related to constitutions and democratic government. The main focus is on such theoretical questions as: Why do societies produce constitutions? Why do subsequent generations abide by them? What is the relationship between constitutional principles and democratic decision making? Who benefits from constitutional constraints?

Same as L32 Pol Sci 3321

Credit 3 units. A&S: SS BU: BA

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**L97 IAS 3320 19th-Century China: Violence and Transformation**

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism, and from within, in the

form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we explore the ways in which the origins of the dynamic society and economy found in China today, as well as the worldwide influence of overseas Chinese, can be traced to this century of turmoil.

Same as L22 History 331

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM, HUM BU: IS

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#### L97 IAS 3321 Topics in Film Studies: Italian Cinema

Among the great European- and world-cinematic traditions, Italian cinema ranks near the top. Making its breakthrough around 1945, it has continued to surprise and challenge audiences in the decades that followed. After a brief review of the early decades of Italian film, we focus on the first two decades of postwar cinema, beginning with neorealism, continuing through the boom years of the 1950s, and ending with the new introspection of the 1960s. Looking at the movies of five great directors — Rossellini, De Sica, Fellini, Antonioni and Visconti — we consider their evolving aesthetic and their engagement with both history writ large and the social and political issues that inform Italian life as the nation struggles to reconstruct an identity shattered by fascism and war. Course conducted in English; Italian majors must read in Italian, others in English translation. Three class hours per week plus a three-hour film viewing.

Same as L36 Ital 332

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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#### L97 IAS 3323 Japanese Literature: Beginnings to 19th Century

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Same as L05 Japan 332C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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#### L97 IAS 333 The Holocaust: History and Memory

Origins, causes and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; contemporary implications of the Holocaust for theology and politics.

Same as L22 History 333

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: ETH, HUM, IS EN: H

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#### L97 IAS 3331 The Modern Voice in Japanese Literature

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and

literary self-representation. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language required.

Same as L05 Japan 333C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH

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#### L97 IAS 3332 Culture and Health

This course will explore culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students will develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.

Same as L48 Anthro 333

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA

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#### L97 IAS 3341 Gender, Health and Resistance: Comparative Slavery in the African Diaspora

Slavery is a field of historical study that continues to undergo considerable transformation within scholarly investigation. As such, scholars have sought to initiate much broader understandings of the evolution of slavery across both time and geographical space. This course will utilize a comparative approach to examine the experiences of enslavement common throughout the African diaspora, particularly within the United States, the Caribbean, and parts of Latin America. Some themes briefly covered within this course include: gender, sexuality, community, resistance, medicine, labor and culture.

Same as L22 History 3340

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 3350 Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation"; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM

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#### L97 IAS 3351 Spanish-American Literature I

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal Díaz, Las Casas, Inca Garcilaso de la Vega; and Aztec reactions to the Conquest

in the early period and on Sor Juana in colonial times. After the period of independence from Spain (1810–1824), the focus is on the literary representation of the making of the new nations and cultural autonomy. Readings include chapters of a picaresque novel, the representation of dictatorship, civilization vs. barbarism, the gaucho epic, and 19th-century fiction. Lectures and class discussions of the readings; exams, papers and short reports. Prerequisites: Span 307D; concurrent registration in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Same as L38 Span 335C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM  
BU: IS

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**L97 IAS 3354 The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS  
EN: S

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**L97 IAS 3355 Spanish-American Literature of the Long 19th Century: From Empire to Nation**

This survey examines the changing roles of literature and its creators during the period that saw the end of the powerful Spanish empire and the emergence of the political framework of independent nations we are familiar with today. Students are introduced to prominent themes such as independence writing, the experience of race in literature, romanticism, civilization vs. barbarism, the appeal of literature to popular classes, modernismo, the place of literature in nation building and in shaping national identity, and the idea of the past as present. Prerequisites: Span 307D or permission of instructor; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Same as L38 Span 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L97 IAS 3357 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with

other Chinese cities. It presents a range of the urban experience in modern China.

Same as L03 East Asia 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3358 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy) — structures which both balanced and exacerbated ethnic, religious, and social struggles — in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest and Prague were the most visible. This course seeks to put all of these elements into play — empire, nation, urban space, religion and ethnicity — in order to illustrate what it has meant to be modern, creative, European, nationalist or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supranational constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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**L97 IAS 3360 The Floating World in Japanese Literature**

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Same as L05 Japan 336

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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**L97 IAS 3361 Spanish-American Literature II**

A survey of major Latin American literary works focusing on canonical works of the 20th and 21st centuries in their cultural and historical contexts. The course includes discussions of major literary movements such as the avant-garde, the Boom and the post-Boom. Other topics may include the literary and cultural responses to revolution, dictatorship and the evolving definitions of Latin America. Authors may include Quiroga, Neruda, Guillén, Vallejo, Borges, Cortázar, Rulfo, Carpentier, García Márquez, Poniatowska, Fuentes, Ferré and others. Prerequisites: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended.

Same as L38 Span 336C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM  
BU: IS

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**L97 IAS 3365 Cinema and Ireland**

Like many other Anglophone and Francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth

had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing "imperial" power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the filmmakers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates — not simply Irish Cinema — it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required screenings.

Same as L53 Film 336

Credit 3 units. A&S: LA, CD A&S IQ: LCD BU: IS EN: H

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#### L97 IAS 3373 Law and Culture

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements and everyday life. We approach law as a system of rules, obligations and procedures, but also a cultural practice, moral regime and disciplinary technique. How are relationships between legal, political and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Same as L48 Anthro 3373

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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#### L97 IAS 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 is Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S: TH, CD A&S IQ: HUM EN: H

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#### L97 IAS 3400 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film-producing nations of Western Europe, this course considers the development of various national cinemas in Europe, Asia and Third World countries. The course seeks to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course considers how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. Required screenings.

Same as L53 Film 340

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM, IS

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#### L97 IAS 3402 German Literature and the Modern Era

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, nonmajors and majors. Required for admission to 400-level courses (except 401, 402, 403, 404 and 408D). Qualifies for major or minor credit when taken in conjunction with a one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination).

Same as L21 German 340C

Credit variable, maximum 4 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

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#### L97 IAS 3410 Early and Imperial Chinese Literature

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time is devoted to student discussions of masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings available in English translation.

Same as L04 Chinese 341

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM EN: H

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#### L97 IAS 3414 Transnational Cinema(s): Film Flows in a Changing World

Across a century of extreme nationalism, Cold War imperialism and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally," focusing on recent theories of modernism, globalization and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We also look at how new technologies of production, distribution and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis are used to complement industrial studies of how transnational flows have come to define contemporary audiovisual media practices. Required screenings.

Same as L53 Film 341

Credit 3 units. A&S: LA A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

This course examines Chinese art and material culture from the prehistoric period through the end of the medieval Tang dynasty, when the Chinese capital boasted a cosmopolitan population of more than 1 million people. Topics covered include Neolithic ceramics and jades, the bronzecasting tradition, funerary art and architecture, the Terracotta Army, the origins of Chinese brush arts, Buddhist painting and sculpture, and the varied exotica of the Silk Road. Each class teaches recent works together with the ancient to demonstrate how the origins of Chinese art and architecture continue to influence contemporary works. Prerequisite: Art-Arch 111 Introduction to Asian Art or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H

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**L97 IAS 3416 German Thought and the Modern Era**

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, nonmajors and majors. Admission to 400-level courses (except 401, 402, 403, 404, and 408D) is contingent on completion of this course or 340C. Qualifies for major or minor credit when taken in conjunction with one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination).

Same as L21 German 341

Credit variable, maximum 4 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L97 IAS 3417 Literary and Cultural Studies in Spanish**

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course covers a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as nation, colonialism/postcolonialism; modernity and postmodernity; popular and visual media; gender, race, migration and social class. The course combines the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that are explored throughout the semester. Prerequisites: Span 308E or concurrent enrollment in 308E. Taught in Spanish.

Same as L38 Span 341

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3418 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender-specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA, IS EN: H

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**L97 IAS 342 Modern and Contemporary Chinese Literature**

An introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. We look at these works in their relevant literary, sociopolitical and cultural contexts (including Western influences). Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings in English translation.

Same as L04 Chinese 342

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: ETH

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**L97 IAS 3421 Iberian Literatures and Cultures**

Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation between various cultures, languages and religions. Students engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: multiculturalism of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prerequisites: Span 308E or concurrent enrollment in 308E. Taught in Spanish.

Same as L38 Span 342

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3424 The World Is Not Enough: Europe's Global Empires, 1400-1750**

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered

include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Same as L22 History 3414

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. Engaging with the theoretical issues in art history, we also pay particular attention to questions of gender, social identity, cultural politics and government control of art. No prerequisites.

Same as L01 Art-Arch 3425

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

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**L97 IAS 343 Text, Memory and Identity**

This course explores issues of collective memory and identity through the study of texts such as national myths and official histories taught in schools. The focus is on texts themselves and how they are produced (e.g., by the state, popular culture) and consumed. The course has two components, methodological and analytical. In the first, we read a number of theoretical works devoted to definitions of the text from a historical and structural point of view. In the second, we analyze various key works that have played a crucial role in the formation of communities of memory and identity and the borders that separate them. The course is comparative, multidisciplinary and international in its scope.

Credit 3 units. A&S: TH

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**L97 IAS 3430 Capitalism, Exchange and Inequality in Africa**

This course explores issues of power and inequality related to exchange and the emergence of market economies in Africa. Case studies include examinations of cattle and bride wealth among pastoralists in Sudan, welfare policies in contemporary South Africa, and sex work in West Africa. In each of these cases there is a complex balance between the value placed on maintaining social relationships and accumulating private property. We investigate the implications of this balance for the production of local and international forms of inequality. The course also introduces students to key ideas in economic anthropology such as the formalist-substantivist debate, rational choice theory and neo-Marxist approaches to power and stratification. By the end of the course, students should be able to critically assess the value of these theories in understanding day-to-day economic activities in Africa. This class is a discussion-based seminar and in-class participation is highly encouraged. Students are graded on a series of analytical essays, a final paper and in-class participation.

Same as L90 AFAS 343

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L97 IAS 3431 Latin American Literatures and Cultures**

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as

gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prerequisites: Spanish 308E or concurrent enrollment in 308E. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD

Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3445 Riots and Revolution: A History of Modern France from 1789 to the Present**

This course surveys the history of France in the 19th and 20th centuries, from the French Revolution through the European Union. The focus in this course will be on the relationship between Paris and the provinces and how the dynamic between the seemingly all-powerful capital and its periphery, both colonial and metropolitan, played into the history of modern France.

Major topics include: the legacy of the French Revolution; the development of French nationalism; popular political uprisings; the meaning of modernity; colonialism; French cultural capital; and the changing fortunes of France on the international stage. Same as L22 History 3445

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3453 Modern Germany**

This course surveys the political, social, economic, and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we will identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. A major focus will be the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to "break with the past" after 1945.

Same as L22 History 3450

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L97 IAS 3460 British Enlightenment Culture**

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic, and philosophical texts of the time.

Same as L14 E Lit 346

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 3465 Japanese Literature in Translation II**

This topics course explores Japanese literature in translation. Topics vary by semester.

Same as L05 Japan 346

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 3482 Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

Same as L14 E Lit 348

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

**L97 IAS 3490 Yidishkayt: Yiddish Literature in English Translation**

This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Same as L75 JINE 349

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

**L97 IAS 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JINE 350

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS

**L97 IAS 3500 The 19th-Century Russian Novel (WI)**

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Alexander Pushkin's *Eugene Onegin*, Fyodor Dostoevsky's *Crime and Punishment* and Lev Tolstoy's *Anna Karenina*. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a writing-intensive course: workshops are required. All readings are in English translation. No prerequisites.

Same as L39 Russ 350C

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

**L97 IAS 3510 Muhammad in History and Literature**

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc., literature. Because of the availability of primary sources in English translation, there is a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills are encouraged to engage sources in their original language.

Same as L75 JINE 351

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

**L97 IAS 3512 "Model Minority": The Asian-American Experience**

As an introductory course to Asian-American Studies, this course explores key issues in the field revolving around the concept of "model minority." It explores the origins of this concept, analyzes the social discourses about Asian Americans as a model minority, and through interrogations of complex experiences and heterogeneity among Asian Americans (including Pacific Islanders), it aims to dismantle the model minority myth. This course is designed to respond to the students' interest in Asian-American Studies as well as to fit into the broader discussion on campus about race and ethnicity in the United States. It approaches race and ethnicity by focusing on one designated pan-ethnic group, and uses multidisciplinary inquiries inspired by the fields of history, sociology, anthropology, law and education, all of which are concerned with the conceptual framework of "model minority."

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

**L97 IAS 3520 Literature of Modern and Contemporary Korea**

This undergraduate course surveys the major writers and works of 20th-century Korean literature. During the 20th century, Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. In class discussion, we pay special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, we observe the prominent ideas, themes and genres of Korean literature. This class combines discussion with lecture with students strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Same as L51 Korean 352

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

**L97 IAS 3521 Introduction to Postcolonial Literature and Theory**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.

Same as L14 E Lit 3520  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: HUM  
EN: H

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**L97 IAS 3525 Topics in Literature**

Topics course which varies by semester.  
Same as L14 E Lit 3522  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3526 Iraqi Literature**

This course introduces students to major works in Iraqi literature in the 20th and 21st centuries, with a focus on the post-World War Two period up to the present day.  
Same as L49 Arab 352  
Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 353 Global Energy and the American Dream**

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially minded inquiry contribute to understanding the past and future of global energy and the American dream?  
Same as L48 Anthro 3472  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

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**L97 IAS 3544 The Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization.  
Same as L75 JINE 354  
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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**L97 IAS 3550 Sexing Korea: Gender & Sexuality and Korean Popular Culture**

A topics course in Korean literature and culture; topics vary by semester.  
Same as L51 Korean 355  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA  
EN: H

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**L97 IAS 3554 Political Economy of Democracy**

In the last few years a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course will deal with the logic apparatus underpinning these books. In addition, the course will introduce the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less developed world.  
Same as L32 Pol Sci 3552  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L97 IAS 3555 Revolution with an Accent: The Haitian and French Revolution, 1770-1805**

How can politics enact fundamental changes? What makes those changes a "revolution"? How do we judge the legitimacy of such changes? When these questions arise over the course of ordinary political arguments, the example of the French Revolution often looms large, casting a shadow tinted with blood and Terror. Much less present in the collective political imagination is the Haitian Revolution. These two events are complex and complicated, and are filled with fascinating, chilling, inspired characters, enflamed rhetoric and challenging questions. This course examines both the unfolding of events and the rise and fall of protagonists within these two revolutions and explores the ways that issues such as religion, state finance, loyalty, race and slavery became politicized.  
Same as L22 History 3554  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.  
Same as L22 History 3559  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 356 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the viceroyalty of Peru — Spain's core South American colony — and the central Andean republics of Ecuador, Peru and Bolivia. Taking a chronological and thematic approach, this course examines pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional and national power relations.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: IS EN: S

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**L97 IAS 3575 U.S. Foreign Policy: Theory and Practice**

In this class we focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy — the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We examine these topics through reading and writing assignments, class discussion, and simulations to promote deeper understanding and build practical skills.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L97 IAS 3584 Music in the Holocaust: Portrayals in Sound from Past and Present**

The course explores Germany's road to totalitarianism through three different stages seen through its musical contexts: the embedment of "music libels" against Jews in 19th-century European culture in general and German culture in particular; the association of Jewish culture with the threat of modernism until World War II; and Nazi policies in the 1930s regarding music and their repercussion on musical activities in the different ghettos (especially Terezin and Lodz). The last segment of this class deals with the challenge of commemorating the holocaust through music.

Same as L75 JINE 3584

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L97 IAS 3594 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism**

John Maynard Keynes once said, "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." In this course we will focus our attention on the blind spot that Keynes so astutely identified. We will study seminal works in the history of political economy (Smith, Malthus, Marx, Keynes, Krugman, etc.) and explore the social, economic, and political histories in which they were grounded. We will begin with the Industrial Revolution in Britain, the works of Adam Smith, and the emergence of political economy as a field of inquiry. We will end with the globalization of the 1970s, the works of Joseph Stiglitz, and the challenges that a more interconnected world has posed for both the organization of the economy and the practice of economics as a discipline.

Same as L22 History 3593

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: BA EN: H

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**L97 IAS 3598 The First World War and the Making of Modern Europe**

The First World War ushered our age into existence. Its memories still haunt us, and its aftershocks shaped the course of the 20th century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Same as L22 History 3598

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L97 IAS 360 Directed Readings in International and Area Studies**

These courses are designed to offer a greater breadth for IAS majors in disciplines that typically require prerequisites at the advanced level. To be granted credit toward the IAS major, students must complete additional work as determined by the instructor.

Credit 3 units. A&S: TH EN: H

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**L97 IAS 3601 The Traffic in Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Same as L93 IPH 360

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 3602 Borders, Checkpoints and the Frontiers of Literature**

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are but also who we are. This course reads literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We read all texts in English.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3603 Beyond Sea, Sunshine and Soca: A History of the Caribbean**

This course examines major themes in the history of the Caribbean from the 15th to the 20th century. The first half of the course focuses on the 15th to the 19th century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved

Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the 20th century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references are made to other areas such as Cuba and Haiti. Additionally, the Caribbean is considered in a multilayered way with a view to investigating the local (actors within national boundaries), the regional (historical events that have rendered the region a unit of analysis) and the global (larger globalizing forces such as capitalism, colonialism, migration and slavery that have made the Caribbean central to world history).

Same as L90 AFAS 3601

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: IS EN: H

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#### L97 IAS 3612 Population and Society

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population aging, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political and economic factors.

Same as L48 Anthro 3612

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS EN: S

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#### L97 IAS 3622 Topics in Islam

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor.

Same as L75 JINE 3622

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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#### L97 IAS 363 Russian Literature and Opera: Transpositions and Transgressions

This interdisciplinary course surveys the intersections between Russian literature and opera from the 19th century to the present. Literary works in a variety of genres (short stories, narrative poems, plays and novels) by Russian authors (with Pushkin as a clear favorite) have inspired generations of leading Russian composers, resulting in significant operatic adaptations, including Tchaikovsky's *Eugene Onegin*, based on Pushkin, Prokofiev's *The Gambler*, based on Dostoevsky, and Shostakovich's *The Nose*, based on Gogol. For each pairing of author and composer, we read and discuss the literary text before considering the ways in which the original was refined, trimmed and generally transformed for the operatic stage. We frequently view opera productions and consider issues of staging, embodiment and fidelity to the original. The broader goal of the class is to consider the possibilities and limits of artistic media, specifically the points of agreement or dissonance between literature and music.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 364 Anarchism: History, Theory and Praxis

This course analyzes the origins, historical trajectories and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention is given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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#### L97 IAS 3640 Literature and Ethics

Same as L16 Comp Lit 364

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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#### L97 IAS 365 Theatre Culture Studies III: Melodrama to Modernism

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" which plunged its spectators into a mythical realm, or a petri dish which analytically presented the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theatre, and the Theatre of the Absurd), we read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht, and Beckett to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of modernity.

Same as L15 Drama 365C

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM BU: ETH

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#### L97 IAS 3650 Topics in Modern Korean Literature

A topics course on modern Korean literature.

Same as L51 Korean 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### L97 IAS 366 Women and Film

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film

genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L97 IAS 3662 Experts, Administrators, and Soldiers:**

**Governance and Development in Postcolonial Africa**

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation-state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people, the class takes an intimate look at how colonies became nation-states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.

Same as L22 History 3662

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan and Mohandas Gandhi; and explore how Hindu, Islamic and other South Asian traditions were recast in the molds of natural science, social science and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L97 IAS 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the

experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus is extended toward the underpinnings of race and gender in the medical treatment allocated across time and space — the United States, Caribbean and Latin America — to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L97 IAS 3680 The Cold War, 1945-1991**

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Same as L22 History 3680

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L97 IAS 3682 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3690 Politics of International Trade**

In this course we study the relationship between international trade and domestic politics. We cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisite: Pol Sci 103B.

Same as L32 Pol Sci 3690

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L97 IAS 370C Islamic Movements: Reform, Revival, Revolt**

As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.

Same as L75 JINE 370C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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**L97 IAS 3721 Dostoevsky's Novels**

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed and Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Same as L39 Russ 372

Credit 3 units. A&S IQ: HUM, LCD, WI

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**L97 IAS 373 International Political Economy**

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations.

Prerequisite: junior standing, or permission of instructor.

Same as L32 Pol Sci 373

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3730 Topics in Near Eastern Cultures**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Same as L75 JINE 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3731 History of U.S. Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

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**L97 IAS 374 Russian Literature at the Borders: Multiculturalism and Ethnic Conflict**

In this course we explore Russian literary works (from the 19th century to the present day) that address issues of multiculturalism and ethnic conflict. The course is structured as a virtual tour of culturally significant places. Our readings take us to Ukraine/Belarus, the Caucasus, Siberia, and Central Asia. Some of the topics we discuss include national narratives and metaphor, authority and rebellion, migration and mobility, empire, orientalism, religious identities, gender roles, memory, and the poetics of place. Materials include poetry, drama, novels, short stories, critical articles, and oral history.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3741 History of U.S. Foreign Relations: 1920-1989**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations with the wider world from the 1920s to the "fall of communism" in 1989.

Same as L22 History 3741

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM, IS

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**L97 IAS 3743 History of U.S. Foreign Relations Since 1920**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Same as L22 History 3743

Credit 3 units. A&S IQ: HUM BU: IS EN: H

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**L97 IAS 3750 Topics in Russian Lit and Culture: Madmen or Visionaries? (WI)**

Where is the borderline between "insanity" and the "visionary" experience? What is the correlation between madness and creativity? How does the Russian conception of madness compare to the Western one? In general, how do our cultural experiences shape our perception of madness? These are some of the questions we address in this course as we explore the role and representation of madness in Russian culture and literature. Class discussions focus on close readings of formative works by Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, Gippius and Nijinsky. These primary literary texts are supplemented by critical and theoretical articles as well as film. This is a writing-intensive course: workshops are required. All readings are in English translation. No prerequisites.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L97 IAS 3751 Topics in Comparative Literature: Paris and New York**

Same as L16 Comp Lit 375

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS

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**L97 IAS 376 International Economics**

This course provides an analysis of the international economy, the economic theories that help explain it, and analysis of important current issues of international economic policy. The course covers both trade and monetary issues. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L97 IAS 3762 Cinema and Society**

This course explores the history of French cinema through a lens that has long aroused passionate feelings in the francophone world: the social and psychological role of the (post)-industrial workplace. Exploring why the workplace has proved an engaging setting for French cinema, the class will study the Chaplinesque antics of the heroes of René Clair's *À nous la liberté* and the slapstick pathos of Jacques Tati's maladapted *Monsieur Hulot*. Students will also consider how film uses the workplace to dramatize society's differences and tensions, analyzing the tragic drama of social classes in Marcel Carné's *La Règle du jeu* and the sobering view of workplace reform in Laurent Cantet's *Ressources humaines*. The class will consider depictions of workers and bourgeois in the factories by the Lumière brothers (1895) and compelling performances of modern-day workers by Marion Cotillard (*Deux jours, une nuit*) and Omar Sy (*Samba*) in award-winning films from 2014. Our study of film will also address cultural differences between the U.S. and France as we consider the workplace in the context of globalization. There will be an optional extra session for group film viewing. Films will be on reserve in Olin. Prerequisite: French 307D. Taught in French. Same as L34 French 376C

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS EN: H

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**L97 IAS 3763 Warriors, Merchants, Monks and Courtesans:**

**Ancient Narratives of Globalization in Google Earth**

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course covers a large geographic and temporal span, but it is not about memorizing lists of dates and places or putting dots on a map — it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course covers four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.

Same as L48 Anthro 376

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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**L97 IAS 3775 Ancient Eurasia and the New Silk Roads**

This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Same as L48 Anthro 3775

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: IS EN: S

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**L97 IAS 3781 Topics in Politics: Israeli Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3781

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L97 IAS 3782 Topics in Comparative Politics: Terrorism and Political Violence**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3782

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L97 IAS 3783 Modern Art 1905-1960**

This course investigates topics in European painting, sculpture, architecture, photography and film. Lectures and readings address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus and Art Brut. Prerequisite: Art-Arch 211 or permission of instructor.

Same as L01 Art-Arch 3782

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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**L97 IAS 3784 The Modernist Project: Art in Europe and the United States, 1905-1980**

The course surveys major tendencies in painting and sculpture from Fauvism in France and Expressionism in German to the beginnings of Postmodernism in photo-based work in the U.S. About two-thirds of the course treats European art, about one-third treats American art. Photography, architecture and work in other forms are considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; relationship between art and linguistics, philosophy, literature, economics and science; the role of geopolitics in art production; intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Same as L01 Art-Arch 3783

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 379 Russians Abroad: Literature, Migration, Identity**

This course focuses on several waves of Russian emigration in the 20th century: the so-called "White Russian" emigration in the wake of the 1917 Revolution; the exile of dissidents and defectors from behind the "Iron Curtain"; Jewish emigration in the 1980s; and migrations and displacements after the disintegration of the Soviet Union. Through our exploration of novels, short stories, poetry, memoirs, literary essays and film, we "travel" to China (Harbin), Turkey, Europe (Paris, Berlin, Prague), America (Mexico City, New York), Central Asia and Israel. We read works by Nabokov, Tsvetaeva, Bunin, Brodsky, Ulitskaya and others. Main topics discussed include memory, place, nostalgia, alienation, citizenship, and various constructs of personal and cultural identity. All assignments are in English and English translation. There are no prerequisites.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L97 IAS 3800 Topics in Hispanic Cultures**

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prerequisites: Span 307D; concurrent registration in Span 308E is recommended. In Spanish. Topics vary from semester to semester. Consult section description for current offering.

Same as L38 Span 380

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L97 IAS 3801 Labor and the Economy**

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Same as L11 Econ 380

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L97 IAS 3822 From McDonald's to K-Pop: New Movements in East Asia**

This course aims to help students to obtain competent knowledge about contemporary East Asian cultures and societies. We explore a broad set of topics in a transregional setting, from gender, filial piety and kinship to the upsurge of new waves, including consumer and pop cultures, the "cuteness" culture, and individualization. Our interrogation examines cultural variables, transregional dynamism, local receptions of "Western" influences, and the global impact of cultural movement in East Asia.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 3831 Art in the Age of Revolution: 1789-1848**

European painting, sculpture and printmaking from the French Revolution to the mid-19th century; French, English, German and Spanish artists discussed in social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of classicism and romanticism, the rise of history painting, and the development of realism in both landscape and genre painting. Prerequisite: Art-Arch 112 or permission of the instructor.

Same as L01 Art-Arch 3831

Credit 3 units. A&S: TH Art: AH BU: HUM

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**L97 IAS 3833 Realism and Impressionism**

An examination of the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues explored include the breakdown of academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisite: Art-Arch 112 or Art-Arch 211 or permission of instructor.

Same as L01 Art-Arch 3833

Credit 3 units. A&S: TH Art: AH BU: HUM

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**L97 IAS 3838 Modern Art in Fin-de-Siècle Europe, 1880-1907**

This course examines artistic production at the turn of the century in France, Belgium, England and Scandinavia. Beginning with the re-evaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, Renoir). Considers cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: Art-Arch 112 or permission of the instructor.

Same as L01 Art-Arch 3838

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Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM

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**L97 IAS 384 Migration and Modernity: Human Mobility, Identity and State Formation — Russian/Soviet/Post-Soviet Context**

This class introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this class, students are introduced to the historical, social and political dimensions of migration within, to and from the Russian Empire, the Soviet Union and its successor states. We look at the intersection of the movement of people with long-term economic, social and political transformations, but also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside the historically grounded overview, the class explores concepts of citizenship, diaspora, nationality policy, gender specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 3850 Topics in Comparative Literature**

Topics in Comparative Literature. Subject matter will vary from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L97 IAS 386 Empire in East Asia: Theory and History (WI)**

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, all of which are informed by the work of Michel Foucault. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Korea, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L97 IAS 3866 Interrogating "Crime and Punishment"**

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *Crime and Punishment* has inspired diverse artistic responses around the world. From the 19th century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace — or luck — play in the entire process? This course begins with our close reading of

Dostoevsky's novel and then moves on to short stories, novels, literary essays and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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**L97 IAS 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States**

In this multimedia, interdisciplinary course, we consider the history, theory and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th and the beginning of the 20th centuries through its late expressions in Beat culture and Pop art of the 1950s and 1960s. Dada's emergence in Zurich and New York in the midst of the First World War set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture, but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements, with substantial cross-transmission between Europe and the United States, are emphasized. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art or permission of instructor. Same as L01 Art-Arch 3875

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH BU: HUM EN: H

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**L97 IAS 3881 Women, Men, and Gender in Africa (WI)**

This seminar explores the ways in which gender relations have been produced, reproduced and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th-century jihads in West Africa to problems of love, sexuality and marriage in contemporary South Africa.

Same as L22 History 38A8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: BA EN: H

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**L97 IAS 3883 Religion and Politics in South Asia (WI)**

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Same as L22 History 38C8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L97 IAS 3884 Terror and Violence in the Black Atlantic**

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing

that these practices are commonly found in other parts of the Black Atlantic, students are encouraged to take a comparative view to better tease out the wider strands of violence operative in places like England, the Caribbean and Latin America. Within this course, we explore the varied ways in which music, films, newspapers and historical narratives shed light on these often life-altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery, lynching, sexual violence, race riots, police brutality, motherhood, black power and community activism.

Same as L90 AFAS 3880

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L97 IAS 3891 East Asia Since 1945: From Empire to Cold War**

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas and Vietnam, all of which resulted from major conflicts in post-war Asia. We conclude with a look at East Asia in the post-Cold War era.

Same as L22 History 3891

Credit 3 units. A&S: TH, CD EN: H

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**L97 IAS 3892 Modern Sculpture: Canova to Koons**

This course surveys sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period 1890–1980. A rapid traverse of Neoclassicism, Realism and the rage for statuary in the later 19th century take us to the work of Rodin and a more systematic exploration of developments in sculpture of the 20th century. Particular emphasis also is given to the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse and Bourgeois. An important theme running through the course as a whole, from an age of nationalism and manufacturing to our own time of networks and information, is the changing definition of sculpture itself within its social and political context. We also explore various new artistic practices — video, performance, installations and body art, for instance — and interrogate their relationship to sculptural tradition and innovation. Prerequisite: Art-Arch 112 Intro to Western Art or Art-Arch 211 Intro to Modern Art, or permission of instructor.

Same as L01 Art-Arch 3892

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 390 Topics in Migration and Identity**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations, etc.) more generally. Students work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works and film to study migrations related to the prehistory, policies and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration,

settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization and mass violence.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 3921 Imperialism and Sexuality: India, South Asia and the World (WI)**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Same as L22 History 39SC

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L97 IAS 3922 Secular and Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L97 IAS 3941 Worldwide Translation: Language, Culture, Technology**

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology and health care. We begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature and film. Students then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various deadly illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists and medical doctors across the world. Finally, we focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital media such as Google Translate, Twitter or various iPhone applications. Readings include works by Jorge Luis Borges, Talal Asad, Lawrence Venuti, Michael Cronin, Emily Apter and Gayatri Spivak, among others. This course offers students an optional CET (<https://gephardtstitute.wustl.edu/>)

cec/college-of-arts-sciences) (Community-Engaged Teaching) component in collaboration with a St. Louis-based community partner. Prerequisite: none.

Same as L16 Comp Lit 394

Credit 3 units. A&S: LA A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L97 IAS 3951 Blacks, Latinos and Afro-Latinos: Constructing Difference & Identity (WI)**

Dominant discourses on Black-Latino relations focus on job competition, while a few others celebrate the future of an America led by "people of color." What is at stake in these narratives? How did we come to understand what is "black" and "Latino"? Students taking this course examine the history of African Americans' and Latinos' racialization under British, Spanish, and American empires, paying attention to both the construction of the racial "Other" by European elites, the reclaiming of identities by the racially marginalized through the Black and Brown liberation movements of the 1960s and 1970s, and the movements' impacts on black-Latino electoral and grassroots coalitions, mass incarceration of youth, and Afro-diasporic productions of hip-hop.

Same as L22 History 39SL

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI BU: BA EN: H

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**L97 IAS 396 Comintern: The Communist International's Global Impact**

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and 13 Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L97 IAS 398 Rivers: A Comparative Approach to Chinese and World History (WI)**

This course uses rivers as geographical frames of reference to address a variety of issues, including physical and social mobility, agriculture and commerce, the state, environmental history, and construction of cultural meanings. Each week begins with a focus on the West River, which flows through two provinces in southern China. Readings on the West River are matched with readings that address similar topics but focus on other important rivers in the world. The temporal focus is approximately 1500-1900, a period that witnessed the zenith of rivers as modes of transportation and commerce.

Same as L22 History 39S8

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI

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**L97 IAS 39CJ The City in Early Modern Europe: Writing-Intensive Seminar**

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment.

Same as L22 History 39CJ

Credit 3 units. A&S IQ: HUM, WI BU: IS EN: H

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**L97 IAS 400 Independent Study**

Prerequisite: permission of the director of the International and Area Studies program. All concentrations.

Credit variable, maximum 3 units.

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**L97 IAS 4001 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L97 IAS 4005 Directed Research in IAS**

Students in Directed Research will be part of the IAS Undergraduate Research Assistant Group. Research assistants learn valuable skills and gain practical experience working on IAS-affiliated faculty research projects. All IAS students are encouraged to apply, but the program will be especially beneficial for sophomores and juniors who are planning to write a senior thesis. Students will be assigned to work on a faculty research project and will be expected to provide five hours of research work per week to the project. In addition, students will meet for weekly workshops where we will introduce multidisciplinary research perspectives, skills and resources. Students must complete a separate application and be approved by the instructor to enroll.

Credit 3 units.

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**L97 IAS 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material

culture. Drawing upon ethnographic texts, films and material artifacts, we investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy or political science) required. Enrollment by instructor approval only.

Same as L48 Anthro 4011

Credit 3 units. A&S: SS, CD, WI A&S IQ: LCD, SSC Art: SSC EN: S

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**L97 IAS 402 The Meaning of National Security in the 21st Century**

The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L97 IAS 4021 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power and sexuality.

Same as L48 Anthro 4022

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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**L97 IAS 4033 Topics in East Asian Religion and Thought**

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 4034 Culture, Illness and Healing in Asia**

This course examines the place of health, illness and healing in Asian societies. We explore how people experience, narrate and respond to illness and other forms of suffering — including political violence, extreme poverty and health inequalities. In lectures and discussions we discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course familiarizes students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings

including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Same as L48 Anthro 4033

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L97 IAS 4036 Children of Immigrants: Identity and Acculturation**

This seminar examines two subgroups: child immigrants and the native-born children of immigrants. It interrogates cultural/ethnic identity, cultural adaptation, bilingualism and biculturalism, and challenges and achievements of this young generation through ethnography, literature and sociological accounts. We aim to scrutinize the studies of the "1.5" generation and the second generation, and theories such as "segmented assimilation," across a wide range of ethnic groups, from people of East Asian origins to those with Latin American ancestries, by mainly focusing on their experiences in the United States.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L97 IAS 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L97 IAS 4042 Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa and the Middle East, and students engage in fieldwork or library research projects.

Same as L48 Anthro 4042

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC

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**L97 IAS 4043 Competing Ideologies and Nationalisms in the Arab-Israeli Arena**

We will trace the roots of modern ideologies and nationalisms in the Middle East and analyze how they have developed in modern times under the influence of both secular and religious ideas. We will examine how international politics have exerted their influence and how Arab and Israeli nationalism have affected one another. Among the topics to be discussed will be Shi'ism, Nasserism, Zionism and fundamentalism.

Same as L75 JINE 4042

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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**L97 IAS 4050 Diaspora in Jewish and Islamic Experience**

The polarities of diaspora and home — periphery and center, wandering and rest, exile and return — have played important roles in the historical experience and religious culture of both Jews and Muslims. For long stretches of time, Jewish culture has been marked by the historical condition of statelessness combined with a theology of redemptive return. Paradoxically, it was the significant political and military success of Islam in its first millennium that helped to create a far-flung diaspora well removed from its center in Arabia. The institution of pilgrimage to Mecca counterbalanced a sense of distance and remove. More recently, modern nationalisms, war, and postcolonial politics — including the Israeli-Palestinian conflict — have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of the seminar is to offer a comparative, historical perspective on this theme and to encourage students to examine an aspect of the diaspora experience in depth. (*Note:* This course fulfills the capstone requirement for Jewish, Islamic and Near Eastern Studies. It also qualifies as a history department advanced seminar.)

Same as L75 JINE 405

Credit 4 units. A&S: TH A&S IQ: HUM EN: H

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**L97 IAS 4052 Topics in Political Thought**

Same as L32 Pol Sci 405

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

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**L97 IAS 4062 The Art of Borrowing: The "West" in Japanese Life**

This course aims to examine Western influences in Japan and Japan's reconceptualizing the "West" in various aspects of popular culture, including cuisine, sports, music, language, advertising, entertainment and domesticity. It is primarily an anthropological survey with historical references on Japan's turn to Western civilization in the modern era. The course explores Japanese perceptions of the "West," and how Japanese consume the "West" by attaching meanings to "Western" symbols and practices, and making them part of Japanese culture and life. Rather than explicating Japan's relationship with the West, the course scrutinizes the "West" constructed within Japanese discourse, as both a racial/ethnic other and a cultural fantasy. Course assignments include a round-table discussion on specific topics relating to cultural integration and internationalization, and globalization and localization.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 4070 Global Justice**

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L97 IAS 4090 Gender, Sexuality and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial

and contemporary periods. We examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch:  
SSC Art: SSC EN: S

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**L97 IAS 4092 Beyond Geography: The Meaning of Place in the Near East**

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts range from analytical essays to novels, memoirs and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A.B. Yehoshua, Shulamit Hareven and Hanan Al-Shaykh. Requirements include participation, short assignments and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: course work in JINES and senior standing or permission of instructor.

Same as L75 JINE 409

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 4101 German Literature and Culture, 1750-1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, G nderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4101

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art:  
HUM

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**L97 IAS 4102 German Literature and Culture, 1830-1914**

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization and fin-de-si cle. Reading and discussion of texts by authors such as B chner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-H lshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4102

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art:  
HUM EN: H

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**L97 IAS 4103 German Literature and Culture, 1914 to the Present**

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, B ll, Bachmann, Grass, Wolf. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4103

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art:  
HUM BU: HUM

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**L97 IAS 4104 Studies in Genre**

Exploration of the definition, style, form and content that characterize a specific genre. Investigation of the social, cultural, political and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings and papers in German; some theoretical readings in English. Prerequisite: Refer to German Majors section.

Same as L21 German 4104

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art:  
HUM EN: H

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**L97 IAS 4105 Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings and papers in German. Prerequisite: Refer to German Majors section.

Same as L21 German 4105

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, LS, WI Art:  
HUM

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**L97 IAS 4107 Latin America and the Rise of the Global South**

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region; we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India; and we reflect on the changing role, meaning and relationships of the United States in the region.

Same as L48 Anthro 4102  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L97 IAS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS was expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not lack of knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates; ethics and responsibilities; drug testing and marketing; the making of the AIDS industry and "risk" categories; prevention and education strategies; interaction between biomedicine and alternative healing systems; and medical advances and hopes.

Same as L48 Anthro 4134  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC  
EN: S

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**L97 IAS 4140 Readings in Classical Chinese Philosophy**

In this course we study Chinese philosophical texts from the classical period (ca. sixth through third centuries BCE). We read selections from the Analects, the Mengzi, the Xunzi, the Zhuangzi, the Daodejing, and the Hanfeizi, in addition to commentaries on these primary texts. The readings are in classical Chinese with occasional supplemental readings in English and modern Chinese. The aim of the course is to familiarize students with the language and grammar of Chinese philosophical texts, introduce students to the tradition of scholarly commentary, and explore a set of influential Chinese texts in the original language. Prerequisite: Chinese 411 or instructor's permission.

Same as L04 Chinese 414  
Credit 3 units. A&S: TH, CD EN: H

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**L97 IAS 4150 The 19th-Century French Novel: from Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Same as L34 French 415  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4154 From Decolonization to Globalization: Postcolonial South Asia**

Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequities. A further set-back arrived in the guise of globalization. The countries of Bangladesh, India, Pakistan, Nepal and Sri-Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation-building and the Cold War for those South Asian countries created since the 1940s and traces the manner by which ordinary people have interrogated the multiple levels of state power unleashed upon them since the formal end of European colonialism.

Same as L22 History 4154  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 417 Topics in African History: Middle Passages: African Americans and South Africa**

This upper-division seminar explores the fascinating transnational relationship between African Americans and black South Africans during the 20th century. These two populations became intimately familiar with each other as African-American missionaries, sailors, musicians, educators and adventurers regularly entered South Africa while black South African students, religious personnel, political figures, writers and entertainers found their way to America. This course details why these two populations gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid, and how these shared histories influence their relationship today. Readings for this course draw from key books, articles and primary documents within this exciting new field of intellectual inquiry.

Same as L90 AFAS 417  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM BU: BA

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**L97 IAS 4180 Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L97 IAS 4191 The French Islands: From Code Noir to Conde**

The French have been dreaming about the tropics ever since transatlantic trade became possible in the 16th century, and literature in French has reflected these dreams ever

since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course links these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prerequisite: French 325 and French 326. One-hour preceptorial for required for undergraduates. Same as L34 French 4191  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4192 Tragedy and Farce in African Francophone Literature**

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination and as a hollow act undermined by neocolonial French ministries, multinational companies and corrupt governments. Reading authors such as Chraïbi, Kourouma, Kane, Tansi, and Lopes, we consider the ways that literature enters into dialog with political discourses that seem to call for tragic or farcical portrayal. This course explores the literary construction of nationalist opposition in colonial Africa and the subsequent disillusionment with its artificiality in tragic or farcical literature from the independence era to the present. Taught in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Same as L34 French 4192  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 420 Islam, Immigrants and the Future of European Culture**

Coming from Turkey, North and West Africa, Pakistan and elsewhere, Muslim immigrants in Europe are changing what it means to be a European. In the process, they have brought questions of cultural identity into the international media. Examining literature, the press, and secondary studies, this writing-intensive course studies the ways in which national governments and institutions have chosen to deal with the arrival of large numbers of Muslims as permanent residents. We consider what the various controversies and prejudices surrounding their presence mean for the future of European culture. Such issues as citizenship, assimilation, the right to cultural difference, and the use of cultural and religious symbols are among our major interests. No foreign language background is assumed. Priority is given to IAS majors for this WI course. Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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**L97 IAS 4201 International Relations of Latin America**

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism,

special attention is paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it analyzes patterns of inter-American conflict and cooperation. When, why, and under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity are closely examined. To better understand the continuities, discontinuities, contradictions and complexities of Latin American foreign policy, this course also assesses the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L97 IAS 4202 Civic Scholars Study Abroad Semester Three: Application and Integration of Civic Projects and Values**

This is the third-semester course for students in the Civic Scholars program of the Gephardt Institute. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of \$5,000 to support a substantial civic project or internship. The program begins with a cohort retreat, and students will complete a course each semester in the program. Students will apply their \$5,000 scholarship toward a civic project during the summer between junior and senior year. This seminar-style course provides students with the opportunity to evaluate their civic projects and explore implications of their work.

Credit 1 unit.

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**L97 IAS 4203 Civic Scholars Study Abroad Semester Four: Civic Engagement Across the Lifespan**

This is the fourth-semester course for students in the Civic Scholars program of the Gephardt Institute. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of \$5,000 to support a substantial civic project or internship. The program begins with a cohort retreat, and students will complete a course each semester in the program. Students will apply their \$5,000 scholarship toward a civic project during the summer between junior and senior year. This culminating course provides students with the opportunity to integrate the Civic Scholars experience, explore civic engagement opportunities post-college, and discuss ethics and civic engagement.

Credit 1 unit.

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**L97 IAS 4213 Sufism and Islamic Brotherhoods in Africa**

Muslim societies are prevalent in Africa — from the Horn, the North, the East to the West, with smaller conclaves in

Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values and practices in Africa. It reconsiders the academic constructions of "African Islam" by exploring education, intellectual life, economics, gender roles, social inequalities and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e., the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clan rivalries in Sudan). In addition, the course pays attention to hierarchy in particular tariqa. Finally, the course examines how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We explore these issues through readings, current media, lectures and special guest speakers.

Same as L90 AFAS 4213

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4215 Anthropology of Food

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first two-thirds of the course is reading-intensive and discussion-intensive. Each student writes short review/response papers for major readings. For the final third, we still are reading and discussing, but the reading load is lighter (and we have a field trip) as students devote more time to their research papers. The research paper is a major effort on a topic discussed with and approved by the professor. In most cases it has to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers are critiqued, assigned a provisional grade, revised and resubmitted.

Same as L48 Anthro 4215

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L97 IAS 422 Europe, Questions of Identity and Unity

Nation-states and their cultures have been changed by globalization. Within this process, continentalisation has played an important role. The European Union is only half a century old, but continental unity has been discussed and demanded by European writers and thinkers for hundreds of years. We will read essays on Europe (its identity, its cultural diversity and its cultural roots, contemporary problems, and future goals) by writers like Coleridge, Madame de Staël, Novalis, Chateaubriand, Heine, Nerval, Hugo, Thomas Mann, Ernst Jünger, T.S. Eliot, Klaus Mann, de Madariaga, Kundera, Enzensberger, Frischmuth, and Drakulic; we will discuss studies reinventing Europe by philosophers like the Abbé de Saint-Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we will deal with the mythological figure of Europa and her resurrections in the world of art; we will study the Nazarene painters of the early 19th century in Rome and will discuss portraits of Bonaparte by French painters of the time. Comparative Literature students will meet with the instructor for an additional two hours per month.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: BA EN: H

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#### L97 IAS 4224 The 1904 St. Louis World's Fair: German and Austrian Art Exhibited

The St. Louis World's Fair of 1904 (The Louisiana Purchase Exposition) was one of the greatest events of its time. At the beginning we will deal with the historical development that lead to the purchase of the Louisiana Territory in 1803, will review the developments of World's Fairs since 1851 and will have a look at the grand dimension of the 1904 World's Fair (connected with the Olympic Games). Of central importance are the Art Exhibits from Germany and Austria with their cultural-political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition against modern movements like Impressionism caused opposition in Germany. Austria was different: In their Art Nouveau Pavilion they included secessionists (Hagenbund). The Wiener Werkstaetten (Vienna's Workshops) attracted a lot of attention. Different from the paintings, German Arts and Crafts represented avant-garde movements. We will visit libraries, archives, and museums in St. Louis that have World's Fair holdings. The seminar is for advanced undergraduate students but beginning graduate students can take it with permission of the instructor. Course conducted in English. May not be taken for German major or minor credit. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4225 European Utopian Settlements in the American Midwest (1814-1864): Diversity and Antislavery

During the first part of the 19th century, a number of utopian visionaries from Europe (Germany, France and England) tried to establish communities in the American Midwest. These colonies were based either on religious or philosophical/social ideals which could be traced back to interpretations of the Old and the New Testament or to Enlightenment principles of freedom and equality that had been propagated during the revolutions in Europe of 1789, 1830 and 1848 which in turn had been influenced by the American war of independence. These groups showed strong antislavery convictions. The Midwest was chosen since the areas in the vicinity of the confluence of the Mississippi and the Missouri were seen as open to new social experiments. Part of the seminar are field trips to the St. Louis-based Missouri History Library as well as to the St. Louis Public Library and one-day excursions to New Harmony in Indiana, Nauvoo in Illinois, and to small towns in Warren County, Missouri.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4232 Contemporary Issues in Latin America

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

**L97 IAS 4240 Latin American Literature and Theory: Reading the State, Culture and Desire**

In this course, we pair literary and theoretical texts in order to hone a way of reading in which theory and literature are mutually informative, provocative and inspiring. The idea of these loose groupings is not to prescribe a particular relationship between given literary and theoretical texts but rather is a way to begin negotiating the necessarily multiple relationships of theory and literature. These pairings come to seem more artificial over the course of the semester as we trace a network of relations that begins to look more and more like the Borgesian map that covered up the entire territory it described. The object of the course is, thus, not to define or prioritize a particular set of relations but rather to practice a way of reading literature theoretically and theory literarily, by which the strengths of both are allowed to come to the forefront in their complexity. Thematically, the course has several nuclei: the triangulation of State, culture and art (Piglia/Foucault, Burman/Agamben); a psychoanalytic approach to art as desire (Lispector/Lacan/Cixous); and finally, a third nucleus about which the first two commingle completely: "post-State," proliferating desire, libidinal economies wherein the State is anachronism and failure (Arlt/Deleuze; Sorin/Virilio/Sitrin, Sassen; Bolaño/Zizek). Readings may include: Piglia, Foucault, Agamben, Arlt, Deleuze, Virilio, Sassen, Borges, Benjamin, Bolaño, Zizek, Lispector, Lacan, Cixous, as well as the films *Garage Olimpo* and *Historias mínimas*. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 424

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L97 IAS 4244 19th- and 20th-Century French Poetry**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Same as L34 French 424

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L97 IAS 4245 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Prerequisites: Advanced undergraduate students must have taken no fewer than two China-related courses at the 300 level or higher. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese.

Same as L03 East Asia 4242

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**L97 IAS 4246 State Failure, State Success and Development**

Why do some nations develop while others languish? This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. Knee-jerk ideologues from all parts of the political spectrum make competing arguments, most of which are overly simplistic and ignore good social science. Some argue that state involvement in the economy hinders economic activity and development, while others argue for greater state involvement. Such arguments are often poorly informed by systematic rigorous research. We look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world or data. In so doing we recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the simplistic ideological screeds that often dominate public discourse.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

**L97 IAS 4250 Zen Buddhism**

This course is designed as an exploration of the history, teachings, practices and literature of Zen Buddhism in China (Chan), Korea (Sôn), Japan (Zen), and the United States. We discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we briefly explore the response of Zen teachers and practitioners to questions of war, the environment and other contemporary issues. Open to seniors and graduate students. Prerequisites: L23 Re St 311 Buddhist Traditions or instructor's permission.

Same as L23 Re St 425

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L97 IAS 4253 Researching Fertility, Mortality, and Migration**

Students undertake research projects centering on the most fundamental demographic processes — fertility, mortality and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Then, course readings include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course is a component of the final term paper. Prerequisite: Anthro 3612 Population and Society or permission of instructor.

Same as L48 Anthro 4253

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

**L97 IAS 4260 Latin American Theater**

Survey of dramatic and theatrical currents from the late 19th century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement and the effects of consumerism in representative

plays from the Rio de la Plata, Chile, Colombia and Mexico. The course studies manifestations of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the 1960s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Same as L38 Span 426  
Credit 3 units. A&S: TH, SD

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**L97 IAS 4263 The Erotics of Violence in Latin America**

The course is based on a combined analysis of theories on violence, nation and urban spaces, and the study of literary texts pertaining to the Latin American post-Boom. Some of the authors to be studied are Ricardo Piglia, Fernando Vallejo, Jorge Franco, Roberto Bolaño, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martín Kohan, Guillermo Arriaga, Daniel Alarcón, Paulo Lins, etc. The course is conducted in Spanish and focuses on the interconnections between sexuality, violence and political issues, and on the discursive strategies used for the representation of collective subjectivities and social conflict in Latin American societies. Same as L38 Span 4261  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4274 Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process. Same as L22 History 4274  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 4280 Creative Difference: Reclaiming Spanish-American "Traditional" Novel**

This class focuses on a selection of aesthetically and socially representative 19th- and early 20th-century Spanish-American novels. Integrating a wide range of sources (critical essays, paintings, film), we explore abolitionist issues in *Sab* (Cuba), the reinvention of Amerindian legacies in *Aves sin nido* (Peru), and the different facets of modernization and nation-building in *Los de abajo* (Mexico) and *La vorágine* (Colombia). Students should finish the course with a broader knowledge of Spanish-American literary history, a deeper understanding of textual representations of gender, class and multiethnic identities, and a sharper awareness of their potential as reader and critic. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Same as L38 Span 4281  
Credit 3 units. A&S: TH, SD Art: HUM

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**L97 IAS 4281 Comparative Political Parties**

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the

classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims, consequences and characteristics of modern party politics. Same as L32 Pol Sci 4281  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L97 IAS 4282 Political Ecology**

An exploration of how the interactions between culture and environment are mediated by local, national and global politics. Topics include "overpopulation," agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: graduate standing, Anthro 361 or permission of instructor. Same as L48 Anthro 4282  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L97 IAS 4284 The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We will read novels by Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English. Same as L36 Ital 428  
Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 430 Latin American Essay**

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz, Sabato, H.A. Murena. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Same as L38 Span 430  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4301 Print and Power in 19th-Century Latin America**

Open to advanced undergraduate and graduate students, this seminar covers one of the most fascinating periods in Latin American history and cultural production, spanning from the eve of the wars for independence to eve of the Mexican Revolution (1800-1910). Several reasons make this period and the connections between print media or print culture and power worthwhile. This long century was the most war-torn in the region's history. Not only did writers engage issues of war on what was almost a daily basis, but war generated a wealth of new modes of literature. Debates on the slave trade and abolition also occurred during the 1800s, and largely in writing. And while places such as Lima, Peru and Mexico City were established printing centers during the Iberian occupation of the Americas, true printing revolutions were not widespread until during and after the wars for independence. One of the results to emerge during the first third of the century was that writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. And by the end of the century, educators and state bureaucrats

teamed up to push for public primary education and literacy as components of progressive, "civilized" nations. Add to this the visual technologies and an overall surge in new forms of symbolic communication through print, and it is easy to see why this period offers such a rich backdrop for observing how print and power fit into the landscape we now know as Latin America. We pay special attention to themes including writing as a legitimizing force, writing and nation building, and the intersection of print with war, race, identity formation, modernity and ideologies. Readings include archival materials, wartime and popular poetry, novels by authors such as Jorge Isaacs and Ignacio Altamirano, writings by Simon Bolivar and Domingo Sarmiento, and modernista poetry and prose. Historical and theoretical selections guide our analysis of primary sources. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Same as L38 Span 4301

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4302 Divergent Voices: Italian Women Writers

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No final. Same as L36 Ital 430

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 431 Latin American Poetry I

Survey of the major figures of Latin American poetry from the colonial period to modernism. Poets studied include Sor Juana, Caviedes, Avellaneda, Marti, Dario, Silva, Najera. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 431

Credit 3 units. A&S: TH Art: HUM

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#### L97 IAS 4311 Renegades and Radicals: The Japanese New Wave

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio

and others. No knowledge of Japanese necessary. Required screenings.

Same as L53 Film 431

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4323 Latin American Poetry II

Survey of contemporary Latin American poetry, "postmodernismo" to the present. Poets studied include González Martínez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 432

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L97 IAS 4324 Divergent Voices: Italian Women Writers

This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD Art: HUM

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#### L97 IAS 4325 Global Art Cinema

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War II combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required screenings.

Same as L53 Film 432

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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#### L97 IAS 4330 Literature of the Italian Enlightenment

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Same as L36 Ital 433

Credit 3 units. A&S: TH, WI Art: HUM

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**L97 IAS 4331 Topics in Comparative Politics**

Same as L32 Pol Sci 4331

Credit 3 units. A&S: SS A&S IQ: SSC

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**L97 IAS 4352 Open Economy Macroeconomics**

This course will begin with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We will then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course will also explore monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program. Prerequisite: Econ 4021.

Same as L11 Econ 435

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L97 IAS 4357 The Holocaust in the Sephardic World**

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry and film.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L97 IAS 4371 Caffe, Cadavers, Comedy, and Castrati: Italy and the Age of the Grand Tour**

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the 18th century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We explore 18th-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are

still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches and universities are part of the standardized itinerary we follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, also is a point of interest in our travels. Through primary and recently published secondary sources we also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prerequisite: at least one 300-level literature course. Readings in Italian or English.

Same as L36 Ital 437

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD BU: HUM EN: H

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**L97 IAS 4372 Contemporary Korean I: Topics in Korean Literature and Culture**

Advanced- to high advanced-level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. This course to be taken in the fall semester. Prerequisite: grade of B- or better in Korean 418 or placement by examination with instructor's permission.

Same as L51 Korean 437

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS EN: H

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**L97 IAS 4382 Aesthetics**

Same as L16 Comp Lit 438

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L97 IAS 4392 Capitalism and Culture**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike, its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Same as L48 Anthro 4392

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Art: SSC EN: S

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**L97 IAS 4408 Trauma and Memory**

A thorough investigation of the effects of trauma on memory in both individuals and collective groups. Topics include flashbulb memories; forgetting and repression; post-traumatic stress and memory; and effects of trauma on individual and group identity. Prerequisites: Psych 100B and 6 units of advanced-level psychology or anthropology course work.

Same as L33 Psych 4408

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

**L97 IAS 4420 Oil Wars: America and the Cultural Politics of Global Energy**

This seminar explores the historical, cultural, and political relationship between America and global energy, focusing specifically on oil and natural gas. Our central objective is to examine how oil and natural gas shape our own lives and entangle us in the cultural, political, and economic lives of the rest of the world. We ask what anthropological and social science approaches might contribute to our understanding of a situation that has become, in most popular terms, a national "crisis" of global dimensions.

Same as L98 AMCS 442

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

**L97 IAS 4434 The Inconvenient Indio: Imagining Indigenous Cultures in Peru and Bolivia**

In the cultural history of the Andean nations, the Indio has always been a powerful yet perpetually unstable signifier, whose meaning is constantly redefined by non-Indians. An archaic residue for some, the bedrock of a new society for others, the Indio conjures contradictory imaginaries of articulation, combination, disjunction and metamorphosis that have shaped a wide range of debates: from assimilation and *mestizaje* in the context of nation-building and modernity, to the politicizing of ethnic identities in the context of immigration and globalization. Focusing on Peru and Bolivia, this course examines these cultural imaginaries and the debates in which they appear, as well as the models of community and identity they suggest. In doing so, we discuss topics such as the discourse of illness, *indigenismo*, transculturation, heterogeneity, violence and memory. Materials analyzed include poetry by César Vallejo and Carlos Oquendo de Amat; essays by José Carlos Mariátegui and Ángel Rama; José María Arguedas's novel *Los ríos profundos*; Jorge Sanjinés's film *El Coraje del pueblo*; and theatrical performances by Grupo Yuyachkani. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Same as L38 Span 443

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L97 IAS 4435 Memory, Tears and Longing: East Asian Melodrama Film**

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an effect and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese-, Korean-, and Chinese-language productions with key critical texts in melodrama studies. We see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We examine melodrama's complex ties to modernity, tradition and cultural transformation in East Asia; special emphasis is placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening. Same as L53 Film 443

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

**L97 IAS 4440 Topics in Chinese Language Cinema**

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong Kong or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound) or issues (the relationship of film to literature, specific cultural movements or political events). Required screenings.

Same as L53 Film 444

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L97 IAS 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Same as L22 History 4442

Credit 3 units. A&S: TH, CD

**L97 IAS 4450 Japanese Fiction (WI)**

A study of the themes, styles and genres of Japanese fiction as revealed in representative works of major authors such as Soseki, Tanizaki, and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing and 6 units of literature.

Same as L05 Japan 445

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art: HUM

**L97 IAS 4451 Contemporary Politics in India**

This seminar will examine current topics and controversies in contemporary Indian politics. The course will have three main foci: the links between politics and economic liberalization over the last two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.

Same as L32 Pol Sci 4451

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: IS EN: S

**L97 IAS 4452 Topics in Modern Japanese Literature**

A topics course on modern Japanese literature; topics vary by semester. Prerequisites: Junior standing and 6 units of literature. Same as L05 Japan 4451

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 4453 Topics in Islam**

Fall 2017 Topic: History of Political Thought. This course aims to study political thought and practice in Islamic history (circa eighth through 13th centuries) through a close reading of a selection of primary sources in translation (and in their original language if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (legal, theological, political) from the eighth through the 13th century. We hope to engage various theoretical models to analyze the relationship between politics and religion and tease out the role of power in determining sociopolitical relations, distinctions and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Prerequisite: advanced knowledge of Arabic preferred but not required.

Same as L75 JINE 445

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L97 IAS 4471 Spanish-American Women Writers I**

A study of women's writing from the turn of the century to 1970. Readings include novels, short stories, poetry, essays and autobiographical texts. Prerequisites: Span 307D, Span 308E and at least two 300-level literature course taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Same as L38 Span 4471

Credit 3 units. A&S: TH, SD Art: HUM

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**L97 IAS 4472 Spanish-American Women Writers II**

A study of contemporary women's writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love and power, women and politics, literary strategies, etc. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 4472

Credit 3 units. A&S: TH, SD Art: HUM

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**L97 IAS 448 Japanese Poetry**

A comprehensive survey of Japanese poetry from the eighth century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works are read in English translation, although knowledge of Japanese is useful. Graduate students and Japanese majors are expected to read original materials extensively. Prerequisites: junior standing and 6 units of literature course work.

Same as L05 Japan 448

Credit 3 units. A&S: TH Art: HUM

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**L97 IAS 4481 Writing Culture**

Different ways of writing about people, culture and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Same as L48 Anthro 4481

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Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Art: SSC EN: S

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**L97 IAS 4485 Topics in Irish Literature I**

Topics course in Irish literature.

Same as L14 E Lit 4485

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4490 Modern Japanese Women Writers (WI)**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prerequisite: 6 units of literature/women's studies and junior standing, or permission of the instructor. Writing Intensive course.

Same as L05 Japan 449

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI EN: H

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**L97 IAS 4491 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prerequisite: 6 units of literature/women's studies and junior standing, or permission of the instructor.

Same as L05 Japan 4491

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 4492 The Irish Literary Revival**

The class will study major writings by Oscar Wilde, W.B. Yeats, J.M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W.I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Same as L14 E Lit 4492

Credit 3 units. A&S: TH

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**L97 IAS 4496 East, Meet West: Cross-Cultural Aesthetics in Chinese and Japanese Art**

This seminar grounded in cross-cultural aesthetics examines East Asian visual responses to European art and science from the 16th through 19th centuries. First introduced by Jesuit missionaries, continued by merchants, and culminating with colonial enterprises, the same Western ideas and works left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art, before proceeding thematically through time to cover painting, cartography, woodblock prints, ceramics and photography within transregional and transcultural contexts. Prerequisites: at least one course in Asian art or permission of instructor.

Same as L01 Art-Arch 4494

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4510 Environmental Policy**

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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**L97 IAS 4511 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. Prerequisites: This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Advanced undergraduate students must have taken at least one China-related course at the 300-level or higher.

Same as L03 East Asia 4510

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM EN: H

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**L97 IAS 4517 Anthropology and Development**

What is "development"? Economic progress for all? A slow and gradual "improvement" in the human condition? Helping people with "projects"? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those

less useful bodies that must be contained, imprisoned or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists — as writers, analysts, and theorists — have engaged the theories, meanings, practices and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC BU: ETH EN: S

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**L97 IAS 452 Immigration, Identity and New Technology**

This course examines how immigration is being transformed by changes in information and communication technology. With these new technologies, immigrants can stay in contact with family and friends much more easily, travel to and maintain relationships in their home countries, and form bonds with other immigrants in the new country. How do these changes affect how immigrants view themselves in their new countries? Are they more or less likely to settle permanently? Do they change their patterns of political participation? We answer these and other questions using literature from sociology, communication, psychology, anthropology and political science. Students are expected to explore internet sources as well as traditional materials.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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**L97 IAS 4520 International Climate Negotiation Seminar**

This course is a 3-credit advanced seminar for students who will represent Washington University at the annual United Nations Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC). COP22 will be held in Marrakech, Morocco, in November of 2017.

Same as L82 EnSt 452

Credit variable, maximum 6 units. A&S IQ: SSC EN: S

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**L97 IAS 4533 Narratives of Fear: Violence in Latin American Literature**

This course analyzes different representations of violence in Latin American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves and assassins become the counter-discourse of the views of progress sustained by the hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation.

Same as L38 Span 4533

Credit 3 units. A&S: TH Art: HUM

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**L97 IAS 455 Topics in Korean Literature and Culture**

Varied topics in Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic. Same as L51 Korean 455

Credit 3 units. A&S: LA, CD A&S IQ: LCD EN: H

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**L97 IAS 4560 English Novel of the 19th Century**

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy. Same as L14 E Lit 456

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L97 IAS 4582 Major Film Directors**

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course explores the art of film direction. We learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. Required screenings.

Same as L53 Film 458

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L97 IAS 4590 Writing North Africa**

This seminar studies French travel writing related to North Africa, as well as the major works of literature from and about Algeria, Morocco and Tunisia, as a prelude for reading the texts of those countries' Francophone literature now considered canonical. We consider how colonial-era writing by authors such as Eugène Fromentin and Pierre Benoit defined the colonial "exotic." We then examine the way the former empire wrote its own literature in the language of the former colonizer, in the works of post-independence authors such as Kateb Yacine, Assia Djebar and Abdelkebir Khatibi, who both observe and revise the conventions of postcolonial literature. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Same as L34 French 459

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4611 Latin American Populism and Neo-Populism**

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the 1920s, 1930s-'60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics and outcomes of classical populist and neopopulist governments and parties. Among the notable populist and neopopulist cases examined include: Peronism in Argentina, Velasquismo in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchners in Argentina, and Hugo Chavez in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics also are explored.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L97 IAS 4615 Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we look at the caricatural traditions in France and England from the late 18th-century through the early 20th century. Special emphasis is placed on visual satire as a vehicle for social and political critique, on theories of humor (particularly Baudelaire and Bakhtin), and the development of a mass market for this imagery. Other figures discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University, as well as collections available for study in Olin Library and at the St. Louis Art Museum. Prerequisites: Art-Arch 112 or Art-Arch 211, or a 300-level course in modern European history or literature, or permission of the instructor. Same as L01 Art-Arch 4615

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4620 Topics in English Literature II**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Same as L14 E Lit 462

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

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**L97 IAS 4622 Labor and Labor Movements in Global History**

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention is given to Latin American workers and labor movements. In particular, it examines the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC EN: S

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**L97 IAS 4633 20th-Century Latin American Revolutions**

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes and outcomes of the Mexican, Cuban and Nicaraguan revolutions.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

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**L97 IAS 4641 Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: Japan 458, or instructor's permission.

Same as L05 Japan 464

Credit 3 units. A&S: LA A&S IQ: LCD

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**L97 IAS 4650 Cities, Race and Development in Latin America**

This course offers a multidisciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic and political tensions. Lectures, readings and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prerequisites: none.

Same as L45 LatAm 465

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges**

This course provides an overview to the geographies of development throughout Latin America. We begin by examining a variety of theoretical perspectives, definitions and critiques of "development." We highlight the uneven processes of development at multiple, overlapping scales and the power imbalances inherent in much of development discourse. In the second half of the course we focus our considerations toward specific contemporary trends and development issues, utilizing case studies drawn primarily from Latin America. These themes include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and gender issues, participatory development, and micro-credit and conditional cash transfers. Students acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

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**L97 IAS 4662 Central American Geographies of Violence**

This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence, but also thinking relationally about the multiple, overlapping scales of activity, both within and beyond the region. The course is divided into five parts. In the first two sections of the course, we begin with an overview of the physical and human geography of the region and outline key historic moments and their legacies, including colonization, international relations (with an emphasis on U.S. interventions), civil war, genocide and torture. Simultaneously, we delve into various theoretical approaches for understanding the nature of multiple types of violence. In the third section of the course, we focus on neoliberal violence, insecurity and development and address issues such as urbanization, violent crime, issues with free trade and labor, and environmental issues. For the final two sections, we draw from contemporary case studies in the region. We will address identity and violence (discussing indigenous issues, racism, genocide and gender) and in the last section we will cover migration, gangs, drug-trafficking, U.S. security responses and re-militarization. While we will continue to consider these types of violence through the various theoretical frameworks introduced in the first part of the course, we will also examine and analyze reports on contemporary violence and policy recommendations from multiple sources (multilateral organizations, governments, think tanks, and other nongovernmental organizations). Throughout the course we will also discuss current events occurring in Central America and how they directly or indirectly relate to the topic of geographies of violence.

Credit 3 units. A&S: CD, SD A&S IQ: LCD, SD EN: H

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**L97 IAS 4664 Popular Culture and the Representation of Youth in Latin America**

The objective of the course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production, in different Latin American countries. The role of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear and social inequality in early life. The analysis of films, literary texts, and cultural practices will be approached through a combination of biopolitical analysis and the study of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the "Latin American Seminar" requirement for majors and minors in Latin American Studies. Prerequisite: 165D or another Latin American Studies course. Same as L45 LatAm 466

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L97 IAS 467 The Chinese Theater**

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China,

Taiwan and Hong Kong. Background in either China studies or theater in other cultures recommended.

Same as L04 Chinese 467

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch:

HUM Art: HUM

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**L97 IAS 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anti-colonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN:

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**L97 IAS 4700 Readings in Chinese Literature**

Selected literary masterpieces in Chinese, including examples of poetry and prose. All readings and discussion in Chinese. Open to both graduate and undergraduate students. Prerequisite: permission of instructor.

Same as L04 Chinese 470

Credit 3 units. A&S: TH Art: HUM

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**L97 IAS 4710 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:

HUM BU: ETH

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**L97 IAS 4711 Topics in Japanese Culture**

A topics course on Japanese culture; topics vary by semester.

Same as L03 East Asia 471

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 4712 Topics in Religious Studies: Gender and Religion in China**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation.

Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L97 IAS 4720 Spanish 19th-Century Novel**

Departing from writings on realism by both 19th-century European writers and more contemporary literary theorists, the course carries out a critical reappraisal of the notion of "realism" in the 19th-century Spanish novel. Texts covered include selected works of Benito Pérez Galdós, Leopoldo Alas (Clarín), and Emilia Pardo Bazán that represent different periods of their literary trajectory. Daily readings and discussions focus on issues such as: the "reality effect"; the poetics of detail; naturalism in the Spanish context; the aesthetics of beginnings and endings; gender and consumption; fin-de-siècle crisis of gender ("New Women" and emasculated men); the problem of modernity; and the intersections of gender, class and national identity. These critical issues are situated in the context of theoretical discussions on the complex, and often ambivalent, function of realist discourse in Spanish fin-de-siècle culture and society. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Same as L38 Span 472

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4730 Political Economy of Multinational Enterprises**

In this class we explore the literature in political science and economics on the relationship between multinational enterprises and domestic governments. The four main themes of the course are: 1) defining and understanding multinational enterprises, 2) governments attracting and competing for multinationals, 3) the impact of multinationals on economic development and groups within society, and 4) attempts to regulate multinationals both domestically and internationally. Prerequisite: Pol Sci 102 or 103B.

Same as L32 Pol Sci 4730

Credit 3 units. A&S: SS A&S IQ: LCD, SSC BU: IS EN: S

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**L97 IAS 4731 Global Political Economy**

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance and multinational production) on domestic governments and societies?

Same as L32 Pol Sci 4731

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L97 IAS 474 National Narratives and Collective Memory**

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L97 IAS 4741 Mexican Film in the Age of NAFTA (1990-2010)**

Starting in the 1990s, as NAFTA came into effect, Mexico revitalized its film industry and managed to produce not only a somewhat sustainable market within the country, but also

a set of recognized figures in acting (Salma Hayek, Gael García, Diego Luna), directing (Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu), and moviemaking in general (Emmanuel Lubezki, Rodrigo Prieto, and others). This course explores the underlying processes that allowed for such a rebirth. The main focus of the course is to understand the contradictory impact of neoliberalism in film, understanding neoliberalism as the economic doctrine of unbridled free markets, and its social and cultural consequences. Paradoxically, neoliberalism allowed the industry to become financially and aesthetically viable, while becoming inaccessible to the lower classes in Mexico. The course mostly develops four of these processes: the undermining of nationalism as the main topic; the displacement of the target audience from the working classes, both rural and urban, to the urban middle class; the transformation of political cinema from the leftist films of the '70s to the conservative ideologies of neoliberal politics; and the intersection of Mexican film to the global market of so-called "art house cinema." Students compare films that have reached an international market with those viewed only within Mexico. In addition, students are introduced to critical approaches that allow them to appreciate these movies in the context of film aesthetics, social identities, and the relationship between film and economic development. Movies are shown outside of class in Spanish with English subtitles. The class is conducted in English. Written course work may be pursued in English or Spanish. No prerequisites.  
Same as L38 Span 474  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4750 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen — its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings.  
Same as L53 Film 475  
Credit 3 units. A&S IQ: HUM, LCD EN: H

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#### L97 IAS 4752 Topics in International Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.  
Same as L32 Pol Sci 475  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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#### L97 IAS 476 Reading Seminar in Chinese Traditional Fiction

Extensive readings in major critical works in Chinese and English concerning fiction of imperial China, with emphasis on vernacular fiction of the Ming and Qing periods. Weekly discussions and short reading reports. Knowledge of Chinese language and literature normally required, but arrangements can be made for graduate students in such programs as East Asian Studies and Comparative Literature.  
Same as L04 Chinese 476  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L97 IAS 4761 Politics of Global Finance

Global finance underwent stunning transformations over the past 30 years. The changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. The seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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#### L97 IAS 4762 Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. Prerequisites: Classics 341C or 342C or 345C or 346C or permission of instructor.  
Same as L08 Classics 476  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L97 IAS 477 Cultures of Memory in Post-War Germany and Japan

Post-war German and Japanese societies have long grappled with the issue of how to confront and commemorate World War II. This interdisciplinary course, team-taught by specialists in these fields, explores key aspects of post-war culture under four central rubrics: defeat, guilt, memory and renewal. We examine constructions of memory in a diverse range of texts, including historical, literary and cinematic narratives. Several key questions guide our discussions. What is the relationship between perpetration and suffering? How do different cultures represent and repress wartime experience and how do these articulations and omissions shape memory? How are memories of war participation and trauma shared and transmitted across generations? What do we remember and why?  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L97 IAS 4770 Reading Seminar in Chinese Traditional Poetry

A seminar on Chinese traditional poetry with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 477  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 4771 Cosmopolitan and Native Modernisms: The U.S. and Europe Between the Wars**

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, it begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism in the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, linked to a search for roots, on the one hand, and on the other, to a desire for forms of spatial and social mobility. Comparing "homegrown" and expatriate experience, we consider divergent attitudes toward identity, gender, nation, time and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art; one 300-level course in art history preferred; or permission of instructor.

Same as L01 Art-Arch 4770  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 479 Reading Seminar in Modern Chinese Literature**

A seminar on modern Chinese literature with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 479  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4790 Senior Seminar in Religious Studies**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L97 IAS 4792 Globalization and National Politics**

This seminar examines globalization and its interaction with national politics; the movement of ideas, capital, goods, services, production and people across national borders; and provides a skeletal framework for the global political economy. Politicians, policymakers and societies discover new opportunities, but also dilemmas as expanding interdependence challenge traditional notions of sovereignty and national policy autonomy.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L97 IAS 4800 Topics in Buddhist Traditions**

The topic for this course varies.  
Same as L23 Re St 480  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4801 Reading Seminar in Chinese Popular Literature and Culture**

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: instructor's permission.  
Same as L04 Chinese 480

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 481 Reading Seminar in Religion and Chinese Literature**

A seminar on religion and Chinese literature with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 481  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4816 Art and Culture in Fin-de-Siècle Europe**

An examination of painting, photography and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac) and Art Nouveau. Thematics include urban leisure and cafe culture; the agrarian ideal; the promises and threats of science and technology; the lure of the primitive; and the impact of nationalism and feminism on the arts. Prerequisites: Art-Arch 211; any 300-level course in 19th-century art, literature or history; or permission of instructor.

Same as L01 Art-Arch 4816  
Credit 3 units. A&S: TH Art: AH

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**L97 IAS 482 Reading Seminar in Gender & Chinese Literature**

A seminar on gender and Chinese literature with varying topics. Prerequisite: Chinese 341 or instructor's permission.

Same as L04 Chinese 482  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 484 Core Seminar in East Asian Studies: A Consideration of Scholarship on East Asia**

Introduction to problems and approaches in East Asian Studies. Same as L03 East Asia 484

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 4842 The Japanese Empire in Asia, 1874-1945**

This course examines the expansion of the Japanese Empire in Asia from 1874-1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea and Manchuria. The course will explore the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Same as L22 History 4842  
Credit 3 units. A&S: TH, CD

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**L97 IAS 4844 Women and Confucian Culture**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Same as L22 History 4844

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Credit 3 units. A&S: TH

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**L97 IAS 485 Preparation for IAS Honors Thesis**

This course (which meets regularly and earns 3 credits toward IAS major requirements) prepares students for writing an original research paper. In addition to working with their thesis adviser independently, the seminar provides structure, feedback and guidance. Students identify and develop a thesis proposal. Their research question, theory and methods of analysis will be examined, and they develop and refine presentation skills through the presentations of their proposals and results at various stages of progress. Prerequisites: 1) a GPA of 3.65 at the time of application to the thesis program; 2) the identification of a thesis supervisor; and 3) the approval of the IAS Honors Program Director. Attendance is mandatory.  
Credit 3 units.

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**L97 IAS 4850 Topics in Jewish Studies**

Consult Course Listings for current topic. Prerequisite: permission of instructor.  
Same as L75 JINE 485  
Credit 3 units. A&S: TH EN: H

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**L97 IAS 4854 Gauguin in Polynesia: the Late Career**

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siècle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early 20th century. Readings range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to postcolonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We visit the Saint Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. Prerequisite: at least one upper-level course in modern art history, or permission of the instructor.  
Same as L01 Art-Arch 4854  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4856 French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.  
Same as L01 Art-Arch 4856  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000**

This seminar examines film and modern art within the framework of "Orientalism." Reading foundational texts by Said, and

incorporating theory and historical discourse concerned with race, nationalism and colonialism, we explore artistic practice in European photography, painting and decorative arts from 1850 to recent times and European and Hollywood film. We study how power and desire have been inscribed in Western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert and the mysteries of ancient Egypt. To that end, we look at artists such as Delacroix, Ingres, Gérôme, Beardsley and Matisse and screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Baghdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students study methods of visual analysis in film studies and art history. All students must attend film screenings.  
Same as L53 Film 485  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 486 IAS Senior Honors Thesis**

Second semester of the IAS Senior Honors Thesis. Student enrolls in the section number that is unique to their thesis adviser. While this course earns a student 3 credits, those may not be counted toward the IAS major requirements. The course involves intensive research leading to the completion of an IAS honors thesis conducted under the supervision and guidance of a faculty sponsor.  
Credit 3 units.

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**L97 IAS 4860 20th-Century Spanish Novel**

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.  
Same as L38 Span 486  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4861 Paul Gauguin in Context**

An examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu in which he worked in France and Polynesia. Readings will include the artist's writings, studies of avant-garde culture and primitivism in fin-de-siècle France, and postcolonial theory. Special emphasis will be given to the relationship of the artist and his work to indigenous Polynesian and French colonial cultures of the 1890s. Prerequisite: Art-Arch 211, or any 300-level course in art history, or permission of instructor. Reading knowledge of French useful, but not required.  
Same as L01 Art-Arch 4861  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4864 Exoticism and Primitivism in Modern Art**

An interdisciplinary investigation of the development of exoticism and primitivism in European and American art from the Enlightenment to World War II. Topics include exoticist representations of non-Western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of fin-de-siècle primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Picasso and Matisse. Prerequisites: any 300-level course in art history and permission of the instructor.  
Same as L01 Art-Arch 4864

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920**

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the Saint Louis Art Museum. Other key artists include Degas, Morisot, Renoir and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.

Same as L01 Art-Arch 4867

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: AH EN: H

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**L97 IAS 4869 Reading War and Peace**

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's *War and Peace* in its entirety. Set during the Napoleonic wars (1805-1812), *War and Peace* takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for *War and Peace* and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.

Same as L22 History 4872

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 4878 Cold War Cultures, U.S. and Europe, ca. 1945-1955**

This seminar examines the art worlds that emerged in France and Germany after the end of World War II, and the ensuing dialogue with the United States, newly established as the most influential center for art and culture. We consider the social and political conditions of the postwar years, along with the aesthetic, cultural, and philosophical reactions to the devastating consequences brought about by World War II. We pay particular attention to the intellectual and ideological debates that would — by 1949 — give rise to the extreme polarities between East and West, democracy and communism — in short, the confrontations that distinguish the Cold War. Artists such as Jackson Pollock and Willem de Kooning in the United States, Hans Hartung and K.O. Götz in Germany, and Jean Frautrier and Alberto Giacometti in France will be examined, as well as the broader artistic movements that are known under such labels as Abstract Expressionism, Informel, Tachisme, or Un art autre. Prerequisites: L01 Art-Arch 112 Intro to Western Art, L01 Art-Arch 211 Intro to Modern Art, or L01 Art-Arch 215 Intro to Modern Art, Architecture and Design; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4878

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4879 Marking History: Painting and Sculpture After World War II in the U.S., France and Germany**

This seminar focuses on the aesthetic, cultural and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange — biennials, gallery and museum exhibitions — in which France, Germany, and the U.S. participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness, and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schuhmacher and Hans Hartung. Student research for this seminar will contribute to an exhibition being organized by the Kemper Museum of Art. Students with reading skills in German or French are encouraged. Prerequisites: L01 215 Intro to Modern Art, Architecture and Design or permission of the instructor.

Same as L01 Art-Arch 4879

Credit 3 units. A&S IQ: HUM EN: H

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**L97 IAS 4880 Narrating Mexico City**

The city has been one of the central topics of modern Mexican literature. Ever since the emergence of the modern capital at the end of the 19th century, urban culture became one of the central concerns of Mexican and Latin American intellectuals across the continent. With the emergence of the megalopolis and the new centrality of questions of violence, postmodernity and urban experience, Mexican literature and film have contributed, in the past 20 years, new ways to approach, discuss and narrate the city. This class seeks to tackle different meanings of Mexico City in the cultural discourse of Mexico, by exploring novels (Carlos Fuentes, José Emilio Pacheco, Juan Villoro), poems (Manuel Mapes Arce, Vicente Quirarte, Fabio Morábito), urban chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquín

Blanco) and films (*Amores perros*, *Todo el poder*, *Vivir mata*). Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Same as L38 Span 488  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4882 Anthropology and Public Health**

Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy. Same as L48 Anthro 4882  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH

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**L97 IAS 4883 The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: junior standing or above. Same as L48 Anthro 4883  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L97 IAS 4885 Advanced Seminar: Medicine, Disease and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the 16th century through the 20th century. Topics covered include: epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement. Same as L22 History 4885  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L97 IAS 489 Topics in Modern Chinese Literature**

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: permission of instructor. Same as L04 Chinese 489  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4894 Advanced Seminar in History: The U.S. in Vietnam: Origins, Developments and Consequences**

This course will focus on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention will be given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies. Same as L22 History 4894  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L97 IAS 4895 Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin American Avant-Garde**

This class proposes a study of the Latin American avant-garde as a phenomenon of "peripheral modernity" and as a critique of the "institution literature" developed by 19th century and modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonic texts, seeks to engage the avant-garde as a global cultural phenomenon with impact in literature, art, society and ideology. To achieve this, the class focuses on four regional contexts of the avant-garde. First, we visit post-Revolutionary Mexico, to understand the way in which the avant-garde redefined notions of literature in Latin America by carefully analyzing the stakes of groups such as the estridentistas or the contemporaneos. Second, we analyze the reinvention of Buenos Aires as a literary city in the 1920s and 1930s to understand the impact of "peripheral modernity" in the constitution of the avant-garde as a specifically Latin American phenomenon. Third, we discuss the impact of the *semana de arte moderno* of São Paulo, to understand how the idea of "antropofagia" created an articulation of the avant-garde with debates of cultural identity and transculturation. Finally, we go to the Andes to understand how avant-garde phenomena dealt with the questions of "divergent modernities." Authors discussed include Arqueles Vela, Manuel Maples Arce, Jorge Cuesta, Xavier Villaurrutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Fernando Rosenberg, Haroldo de Campos, William Rowe and Roland Forgues. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Same as L38 Span 489  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4896 Topics in Chinese Literature and Culture**

A topics course on Chinese literature and culture; topics vary by semester. Prerequisite: instructor's permission. Same as L04 Chinese 4891  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: HUM EN: S

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**L97 IAS 4906 Topics in Chinese Literature and History**

A topics course on Chinese literature and history; topics vary by semester. Prerequisite: permission of the department. Same as L04 Chinese 490  
Credit variable, maximum 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L97 IAS 4910 Topics in Islamic Thought**

The topic for this course varies. Same as L23 Re St 490  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L97 IAS 4912 Modern Japan and the Invention of Tradition**

A discourse of "uniqueness" has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course explores the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we also consider a range of artistic, cinematic and cultural production. Considerable attention is paid to "Nihonjinron," an important — and best-selling — genre of "Japanese uniqueness" writing. Our goal is

to make sense of the complex intersection of traditionalism and modernism in 20th-century Japan, and to consider the larger question of modern nationhood and the construction of national identity.

Same as L03 East Asia 4911

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L97 IAS 4914 Advanced Seminar in History: Japan in World War II - History and Memory**

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We trace the war, from the first Japanese military attack on China in 1931 through the U.S. atomic bombings of Hiroshima and Nagasaki in 1945. We also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of memory studies in History.

Same as L22 History 4914

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L97 IAS 4918 Postmodernism**

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganeli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis focuses on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D or permission of instructor.

Same as L36 Ital 491

Credit 3 units. A&S: TH, WI

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**L97 IAS 4920 The Italian Detective Novel**

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course will explore the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Same as L36 Ital 492

Credit 3 units. A&S: TH, WI Art: HUM

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**L97 IAS 4929 The Avant-Garde in Spain: Poetry/Visual Art/ Cinema**

This course examines the development of the avant-garde in Spain during the two decades prior to the Spanish Civil War (1936-1939) from an interdisciplinary perspective, including poetry, the visual arts and cinema. We first study the development of the historical avant-garde through a study of four key avant-garde movements either developed by Spanish artists or taking place in Spain: Cubismo (Pablo Picasso, Juan Gris), Creacionismo (Vicente Huidobro, Gerardo Diego), Ultraismo

(Gomez de la Serna, Cansinos-Assens, Pedro Salinas) and Surrealismo (Luis Buñuel, Salvador Dalí, Rafael Alberti, Luis Cernuda, Federico García Lorca and Joan Miró). We then analyze different connections with the historical avant-garde traceable in the work of a later generation of experimental Spanish poets and artists working under the strict censorship existing during Franco's fascist dictatorship, such as Jose Val del Omar, Joan Brossa, Antoni Tàpies, José Angel Valente, Pere Gimferrer, Jose Miguel Ullán and José Luis Guerin. We also incorporate in our discussion theoretical writings by various critics including Ortega y Gasset, Peter Burger, C. Brian Morris, and Román Gubern. Prerequisites: Span 307D, Span 308D and at least two 300-level literature/culture courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 4921

Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L97 IAS 4936 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918**

Same as L16 Comp Lit 493

Credit 3 units.

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**L97 IAS 4945 Comparative Lit Seminar: Diverse Topics in Literature**

This course may offer a variety of topics. Semester subtitle varies. It has been offered as an in-depth study of the individual through autobiographies; and as a course on visual poetics from antiquity to the present. Consult the department for further details.

Same as L16 Comp Lit 494

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L97 IAS 4952 Seminar in Comparative Literature**

Seminar in Comparative Literature Studies. Topics vary. Consult Course Listings for current semester's offering.

Same as L16 Comp Lit 495

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L97 IAS 4970 Guided Readings in Korean**

This course normally is taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.

Same as L51 Korean 497

Credit variable, maximum 3 units. A&S: LA EN: H

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**L97 IAS 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories**

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, considering how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market and cross-cultural ethics impact the placement, study and display of a culture's material heritage? We build the seminar around the history of collecting in America, with a focus on Midwestern examples, and particularly, important case studies in St. Louis. We, for example, consider the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art), and Morton May (modern and oceanic art), as well as the histories of both modern and non-Western collections

now owned by the St. Louis area museums. This course is complemented by various local field trips (SLAM, Pulitzer, Kemper and Cahokia). Prerequisites: Art-Arch 112, Art-Arch 113, Art-Arch 211 or Art-Arch 215; one 300-level course in art history preferred; or permission of instructor.

Same as L01 Art-Arch 4975

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L97 IAS 4979 Advanced Seminar in History: Gender, Race and Class in South Africa, 1880-Present**

By focusing on the complex historical dynamics of race, gender and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a nonracial, nonsexist democracy in a unified South Africa.

Same as L22 History 4979

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L97 IAS 498 Guided Readings in Chinese**

Prerequisites: graduate standing and permission of the instructor and the graduate adviser. Course normally taken after successful completion of Chinese 428. May be repeated once for credit.

Same as L04 Chinese 498

Credit variable, maximum 3 units. A&S: LA

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**L97 IAS 4981 Advanced Seminar in History: Historical Perspectives on Human Rights and Globalization**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25- to 30-page paper on a historically oriented, human rights-related topic of student's choice.

Same as L22 History 4981

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L97 IAS 4982 Advanced Seminar in History: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Same as L22 History 4982

Credit 3 units. A&S: TH

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**L97 IAS 499 Guided Readings in Japanese**

Prerequisites: senior standing and permission of the instructor and the department chair. Course usually taken after successful completion of Japan 459. May be repeated once.

Same as L05 Japan 499

Credit variable, maximum 3 units. A&S: LA

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**L97 IAS 4995 Advanced Seminar in History: Incredible India!**

Yoga, the Kamasutra, nonviolence, poverty, royalty, population, asceticism, vegetarianism, anticolonialism, democracy, Hinduism: All these and more signify the idea of India. This course uncovers the history by which "India" has come to occupy a privileged position in the global imaginary. We view the circulation of India as a cultural resource over the centuries and ask what popular assumptions are made about it at a time of heightened globalization; how does the idea of India circulate and through what kinds of pathways; what political role does this seemingly cultural notion of India fulfill? Finally, what is the connection between such an idea of India and the rise of a new, U.S.-centered, imperial formation?

Same as L22 History 49SC

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 49BV Advanced Seminar in History: Topics in Environmental History**

This course is an introduction to the study of environmental history. The semester begins with a general inquiry into the methods of the field and then we use what we have learned to move into a focused subtopic. Readings include seminal works in the field, as well as philosophical, scientific and science fiction texts that help us to explore more abstract questions dealing with the relationship between humankind and the natural world.

Same as L22 History 49BV

Credit 3 units.

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**L97 IAS 49CA Advanced Seminar in History: Religion and the Secular: Struggles over Modernity**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L97 IAS 49MG Advanced Seminar in History: Planning Global Cities**

This team-taught advanced seminar addresses the history and theory of a variety of metropolitan environments from the mid-19th century to the present. Readings move from the 19th-century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities such as Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions such as urban renewal, the emergence of the preservation movement and new urbanism.

Same as L22 History 49MG

Credit 3 units.

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**L97 IAS 49NR Advanced Sem in History: Egypt & the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research and write

a 25-page paper on a topic of their choice related to the Arab Spring.

Same as L22 History 49NR

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

## Concentration in Development (IAS)

### The Major in International and Area Studies — Concentration in Development

All societies change over time, sometimes for better, sometimes for worse, and sometimes the definition of what is better or worse is a matter of intense debate. Why do some societies develop while others languish? What accounts for disparities in wealth, political freedoms, and access to basic resources like food and health care? How do transnational factors like climate change, urbanization and globalization affect these disparities?

**Concentration objectives:** The IAS concentration in development offers an interdisciplinary approach to understanding societal changes over time in areas as diverse as environment, ethics, gender, health, political economy, population, urban development, social justice and other areas of development.

#### This concentration requires 36 units of course work:

- 3 units Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines
- 9 units of advanced course work from the Core Courses list (300-400 level)
- 15 units of advanced course work from a minimum of three different academic disciplines (at least two must be at the 400 level)
- 3 units additional course work (any level)

#### Additional requirements and regulations:

- Completion of all IAS course work with a grade of C+ or higher.
- Students must satisfy the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration.
- One semester of language must be completed before declaring the major.
- We strongly encourage students to study abroad ([https://ias.wustl.edu/undergraduate/study\\_abroad](https://ias.wustl.edu/undergraduate/study_abroad)). For those students who do not study abroad, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location consistent with their chosen language of study (e.g., students who wish to study in Latin America must

satisfy their language requirement with either Spanish or Portuguese).

- Throughout the course of completing the major, students must show **depth** in at least one world area by taking a minimum two courses focused on the same area, and **breadth** by taking a third course focused on a different area. We consider world areas to be Africa, East Asia, Europe, Latin America, the Middle East, North America and South Asia.
- Majors must choose their upper-level course work from a minimum of three academic disciplines (for example: anthropology, economics, history and political science).
- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

N.B.: A single course may satisfy more than one of the distribution requirements (disciplinary or world area). Some of these requirements may be completed while abroad ([http://ias.wustl.edu/undergraduate/study\\_abroad](http://ias.wustl.edu/undergraduate/study_abroad)).

#### Introductory courses (choose two from this list, 6 units):

| Code         | Title  | Units |
|--------------|--|-------|
| AFAS 178     | Imagining and Creating Africa: Youth, Culture, and Change  | 3     |
| AMCS 250     | Topics in Asian-American Studies   | 3     |
| Anthro 132   | Freshman Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies and Global Civilization | 3     |
| Anthro 160B  | Introduction to Cultural Anthropology  | 3     |
| Anthro 3283  | Introduction to Global Health  | 3     |
| Anthro 3874  | International Public Health  | 3     |
| Biol 2950    | Introduction to Environmental Biology  | 3     |
| Econ 1011    | Introduction to Microeconomics   | 3     |
| Econ 1021    | Introduction to Macroeconomics   | 3     |
| EnSt 110     | Environmental Issues   | 3     |
| EPSc 111     | Introduction to Global Climate Change in the 21st Century  | 3     |
| EPSc 116A    | Resources of the Earth   | 3     |
| EPSc 201     | Earth and the Environment  | 4     |
| EPSc 219     | Energy and the Environment   | 3     |
| EPSc 221A    | Human Use of the Earth   | 3     |
| GIS 200      | Introduction to GIS  | 3     |
| History 1500 | Silver, Slaves and the State: Globalization in the 18th Century  | 3     |
| History 164  | Introduction to World History: The Second World War in World History                                   | 3     |
| History 1640 | Health and Disease in World History  | 3     |

|              |   |   |
|--------------|---|---|
| History 2093 | Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention  | 3 |
| History 2157 | Freshman Seminar: The Meaning of Pakistan: History, Culture, Art                          | 3 |
| History 2171 | Who Died and Made Them Kings? People, Politics and Power in the Atlantic World, 1500-1800 | 3 |
| History 270  | Globalization and its Discontents   | 3 |
| IAS 103B     | International Public Affairs  | 3 |
| IAS 127      | Migration in the Global World: Stories  | 3 |
| IAS 135      | Freshman Seminar — Chinatown: Migration, Identity and Space                               | 3 |
| IAS 140      | East Asia in the World  | 3 |
| IAS 155      | Freshman Seminar: Mapping the World: Introduction to Human Geography                      | 3 |
| IAS 160      | World Politics and the Global Economy   | 3 |
| IAS 229      | Modern European History: Migrations, Nation States, Identities                            | 3 |
| IPH 207C     | Modern Political Thought: Text and Tradition  | 3 |
| IS 210       | Bugs, Drugs and Global Society: Topics in Global Health                                   | 3 |
| LatAm 165D   | Latin America: Nation, Ethnicity and Social Conflict                                      | 3 |
| Math 2200    | Elementary Probability and Statistics   | 3 |
| MEC 290      | Microeconomics  | 3 |
| MEC 292      | Global Economy  | 3 |
| Phil 131F    | Present Moral Problems  | 3 |
| Phil 233F    | Biomedical Ethics   | 3 |
| Phil 235F    | Introduction to Environmental Ethics  | 3 |
| Physics 171A | Physics and Society   | 3 |
| Pol Sci 102B | Introduction to Comparative Politics  | 3 |
| Pol Sci 103B | International Politics  | 3 |
| Pol Sci 106  | Introduction to Political Theory  | 3 |
| Pol Sci 2010 | Introduction to Environmental Policy  | 3 |
| SOC 2030     | Social Movements  | 3 |
| URST 101     | Introduction to Urban Studies   | 3 |
| WGSS 100B    | Introduction to Women, Gender, and Sexuality Studies                                      | 3 |
| WGSS 206     | Sexuality and the State: Introduction to Sexuality Studies                                | 3 |

**Core courses (choose three from this list, 9 units):**

| Code        | Title                         | Units |
|-------------|-------------------------------|-------|
| Anthro 3206 | Global Gender Issues          | 3     |
| Anthro 3283 | Introduction to Global Health | 3     |

|              |   |   |
|--------------|---|---|
| Anthro 3612  | Population and Society  | 3 |
| Anthro 3874  | International Public Health   | 3 |
| Anthro 4022  | Transnational Reproductive Health Issues: Meanings, Technologies, Practices | 3 |
| Econ 451     | Environmental Policy  | 3 |
| IAS 3040     | International Law and Politics  | 3 |
| IAS 328B     | Gateway to Development  | 3 |
| IAS 376      | International Economics   | 3 |
| IAS 4246     | State Failure, State Success and Development                                | 3 |
| IAS 4622     | Labor and Labor Movements in Global History                                 | 3 |
| IAS 4761     | Politics of Global Finance  | 3 |
| IAS 4792     | Globalization and National Politics   | 3 |
| Pol Sci 332B | Environmental and Energy Issues   | 3 |
| Pol Sci 4070 | Global Justice  | 3 |
| Pol Sci 4731 | Global Political Economy  | 3 |

**Research methods (choose one from this list, 3 units):**

| Code         | Title   | Units |
|--------------|---|-------|
| Anthro 3284  | Public Health Research and Practice                       | 3     |
| Anthro 4123  | Argumentation Through Ethnography                         | 3     |
| Anthro 4253  | Researching Fertility, Mortality and Migration            | 3     |
| Anthro 4455  | Ethnographic Fieldwork: The Politics of Schooling         | 3     |
| Anthro 4803  | Advanced GIS Modeling and Landscape Analysis              | 3     |
| Comp Lit 394 | Worldwide Translation: Language, Culture, Technology      | 3     |
| Econ 413     | Introduction to Econometrics                              | 3     |
| Econ 414     | Econometric Techniques                                    | 3     |
| EnSt 380     | Applications in GIS                                       | 3     |
| GIS 200      | Introduction to GIS                                       | 3     |
| GIS 300      | Advanced GIS  | 3     |
| GIS 303      | Digital Cartography                                       | 3     |
| GIS 421      | Spatial Data Modeling and Design                          | 3     |
| History 301T | Historical Methods — Transregional History                | 3     |
| IA 524       | Methods and Research Design in International Studies      | 3     |
| IA 5410      | Alternative Analytic Techniques for International Affairs | 3     |
| IAS 3248     | Intercultural Communication                               | 3     |
| IAS 4005     | Directed Research in IAS                                  | 3     |
| InterD 4003  | Global Burden of Disease: Methods and Applications        | 3     |

|              |   |   |
|--------------|---|---|
| Math 2200    | Elementary Probability and Statistics                   | 3 |
| Math 3200    | Elementary to Intermediate Statistics and Data Analysis | 3 |
| Math 475     | Statistical Computation                                 | 3 |
| Phil 321G    | Philosophy of Science                                   | 3 |
| Pol Sci 3011 | Computational Modeling in the Social Sciences           | 3 |
| Pol Sci 362  | Politics and the Theory of Games                        | 3 |
| Pol Sci 363  | Quantitative Political Methodology                      | 3 |
| Pol Sci 495  | Research Design and Methods                             | 3 |
| Psych 300    | Introduction to Psychological Statistics                | 3 |
| QBA 120      | Managerial Statistics I                                 | 3 |
| QBA 121      | Managerial Statistics II                                | 3 |
| SOC 3050     | Statistics for Sociology                                | 3 |
| URST 4411    | In the Field: Ethnographic and Qualitative Methods      | 3 |

**Advanced courses:** Choose five courses from current relevant internationally-focused course offerings in the following departments.\* All courses must be approved by the student's IAS adviser in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/development>) and master course list for full options.

- African and African-American Studies
- Anthropology
- Applied Statistics
- Arabic
- Art History
- Biology and Biomedical Sciences
- Center for Religion and Politics
- Chinese
- Classics
- Design and Visual Arts
- Earth and Planetary Sciences
- East Asian Languages and Cultures
- Economics
- Education
- Environmental Studies
- History
- Interdisciplinary Studies
- International and Area Studies
- Jewish, Islamic and Near Eastern Languages and Cultures
- Latin American Studies
- Management (Business School)
- Philosophy
- Political Science
- Psychology
- Religious Studies

- Social Administration (Social Work)
- Sociology
- Spanish
- University College — International Affairs; International Studies; Nonprofit Management; Sustainability
- Women, Gender, and Sexuality Studies

\*Students may petition to add a course by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

## Additional Information

**Language Requirement for the Major in Development/International and Area Studies:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of four semesters of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester language requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's Overseas Programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year, and in IAS 486 IAS Senior Honors Thesis in the spring of senior year (under the corresponding section number of the faculty member overseeing their thesis) in order to be properly tracked by the IAS capstone coordinator.

**Contact:** Toni Loomis  
**Phone:** 314-935-5073  
**Email:** [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
**Website:** <http://ias.wustl.edu>

## Concentration in Eurasian Studies (IAS)

### The Major in International and Area Studies — Concentration in Eurasian Studies: New Silk Roads

This track focuses on the social, cultural and economic interconnections among the peoples of Eurasia. We define Eurasia as the vast landmass stretching east/west from China to Europe and north/south from Siberia into the Caucasus, the Crimean Peninsula, Central Asia and the Himalayas. Ancient trade routes that crisscrossed the interior spaces of Europe and Asia, known collectively as the Silk Road, served as a globalizing thoroughfare for the movement of peoples, cultural practices, religious values and commodities. Recent infrastructural improvements in these areas, as well as international economic, environmental and political concerns, have once again opened up transnational economic networks and cross-cultural exchange along these "new silk roads." For this concentration, students draw from a variety of disciplines to study not only specific geographical regions but also vital intersections and interrelationships among regions and peoples.

#### This concentration requires 36 units of course work:

- 3 to 6 units of introductory course work (100-200 level)
- 30 to 33 units of advanced course work from a minimum of three academic disciplines (at least two must be at the 400 level), and dealing with three different regions (Eastern, Western and Central Eurasia) or with a transregional focus.

#### Additional requirements and regulations:

- Completion of all IAS course work with a grade of C+ or higher.
- Students must satisfy the standard IAS foreign language requirement (the successful completion of four semesters of one language appropriate to their concentration) with Arabic, Chinese, Hebrew, Hindi, Persian, Russian or another Eurasian language as decided in consultation with their IAS adviser.
- One semester of language must be completed before declaring the major.
- We strongly encourage students to study abroad ([https://ias.wustl.edu/undergraduate/study\\_abroad](https://ias.wustl.edu/undergraduate/study_abroad)). Russian Language and Literature study abroad programs (<https://ias.wustl.edu/russian/study-abroad>) are an especially good fit for this concentration, though other programs may also apply. For those students who do not study abroad, an additional 3-unit course at the 300 or 400 level is required.
- Throughout the course of completing the Eurasian studies major, students must take course work dealing with three

different regions (Eastern, Western and Central Eurasia) or with a transregional focus.

- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

N.B.: A single course may satisfy more than one of these distribution requirements (disciplinary or regional). Some of these requirements may be completed while abroad.

**Advanced courses:** Choose 10 or 11 courses from the current internationally-focused course offerings\* in the following areas of study. All courses must be approved by the student's IAS adviser in order to count for the major.

\*Students may petition to add a course to this list by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

- Anthropology

| Code        | Title  | Units |
|-------------|--|-------|
| Anthro 3053 | Nomadic Strategies and Extreme Ecologies   | 3     |
| Anthro 3617 | Past and Present Cultural Environments   | 3     |
| Anthro 374  | Social Landscapes in Global View   | 3     |
| Anthro 376  | Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth | 3     |
| Anthro 3775 | Ancient Eurasia and the New Silk Roads   | 3     |
| Anthro 4033 | Culture, Illness and Healing in Asia   | 3     |
| Anthro 4041 | Islam and Politics   | 3     |
| Anthro 4455 | Ethnographic Fieldwork: The Politics of Schooling  | 3     |
| Anthro 4761 | The Pleistocene Peopling of Eurasia  | 3     |
| Anthro 4803 | Advanced GIS Modeling and Landscape Analysis   | 3     |

- Arabic

| Code     | Title            | Units |
|----------|------------------|-------|
| Arab 352 | Iraqi Literature | 3     |

- Art History

| Code          | Title  | Units |
|---------------|--|-------|
| Art-Arch 3415 | Early Chinese Art: From Human Sacrifice to the Silk Road | 3     |
| Art-Arch 4924 | 1968 and its Legacy                                      | 3     |

- Chinese

| Code        | Title                                      | Units |
|-------------|--|-------|
| Chinese 341 | Early and Imperial Chinese Literature      | 3     |
| Chinese 342 | Modern and Contemporary Chinese Literature | 3     |

- Classics

| Code          | Title                                | Units |
|---------------|--------------------------------------|-------|
| Classics 345C | Greek History: The Dawn of Democracy | 3     |
| Classics 346C | Greek History: The Age of Alexander  | 3     |

- Comparative Literature

| Code         | Title  | Units |
|--------------|--|-------|
| Comp Lit 394 | Worldwide Translation: Language, Culture, Technology | 3     |

- East Asian Languages and Cultures

| Code           | Title  | Units |
|----------------|--|-------|
| East Asia 4242 | Culture and Politics in the People's Republic of China: New Approaches | 3     |

- Environmental Studies

| Code     | Title               | Units |
|----------|---------------------|-------|
| EnSt 380 | Applications in GIS | 3     |

- Film and Media Studies

| Code     | Title   | Units |
|----------|---|-------|
| Film 475 | Screening the Holocaust   | 3     |
| Film 485 | Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000 | 3     |
| Film 507 | The 007 Saga: James Bond and The Modern Media Franchise               | 3     |

- History

| Code         | Title   | Units |
|--------------|---|-------|
| History 301T | Historical Methods — Transregional History  | 3     |
| History 3073 | The Global War on Terrorism   | 3     |
| History 313C | Islamic History: 600-1200   | 3     |
| History 3350 | Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries | 3     |
| History 3354 | Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe                  | 3     |
| History 3416 | War, Genocide and Gender in Modern Europe   | 3     |
| History 3559 | Socialist and Secular? A Social History of the Soviet Union                                 | 3     |

|              |   |   |
|--------------|---|---|
| History 3598 | The First World War and the Making of Modern Europe                                   | 3 |
| History 3680 | The Cold War, 1945-1991   | 3 |
| History 3681 | The U.S. War in Iraq, 2003-2011   | 3 |
| History 39SC | Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar | 3 |
| History 4154 | From Decolonization to Globalization: Postcolonial South Asia                         | 3 |
| History 4274 | Palestine, Israel and the Arab-Israeli Conflict                                       | 3 |

- International and Area Studies

| Code     | Title  | Units |
|----------|--|-------|
| IAS 3040 | International Law and Politics   | 3     |
| IAS 3248 | Intercultural Communication  | 3     |
| IAS 364  | Anarchism: History, Theory and Praxis  | 3     |
| IAS 374  | Russian Literature at the Borders: Multiculturalism and Ethnic Conflict                                    | 3     |
| IAS 3750 | Topics in Russian Lit and Culture: Madmen or Visionaries? (WI)   | 3     |
| IAS 376  | International Economics  | 3     |
| IAS 379  | Russians Abroad: Literature, Migration, Identity   | 3     |
| IAS 384  | Migration and Modernity: Human Mobility, Identity and State Formation — Russian/Soviet/Post-Soviet Context | 3     |
| IAS 396  | Comintern: The Communist International's Global Impact   | 3     |
| IAS 402  | The Meaning of National Security in the 21st Century   | 3     |
| IAS 420  | Islam, Immigrants and the Future of European Culture   | 3     |
| IAS 4622 | Labor and Labor Movements in Global History  | 3     |
| IAS 4869 | Reading War and Peace  | 3     |

- Jewish, Islamic and Near Eastern Languages and Cultures

| Code      | Title  | Units |
|-----------|--|-------|
| JINE 354  | Anthropological and Sociological Study of Muslim Societies             | 3     |
| JINE 3622 | Topics in Islam  | 3     |
| JINE 373  | Topics in Near Eastern Cultures  | 3     |
| JINE 442  | Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250) | 3     |
| JINE 445  | Topics in Islam  | 3     |

|           |  |   |
|-----------|--|---|
| JINE 4970 | Empire and Messianism in the Middle East | 3 |
|-----------|--|---|

- Political Science

| Code        | Title   | Units |
|-------------|---|-------|
| Pol Sci 393 | History of Political Thought III: Liberty, Democracy and Revolution | 3     |

- Psychology

| Code      | Title                                    | Units |
|-----------|--|-------|
| Psych 413 | Contemporary Topics in Social Psychology | 3     |

- Religious Studies

| Code       | Title                           | Units |
|------------|---------------------------------|-------|
| Re St 311  | Buddhist Traditions             | 3     |
| Re St 3392 | Topics in South Asian Religions | 3     |

- Russian Language and Literature

| Code      | Title   | Units |
|-----------|---|-------|
| Russ 332  | From Swan Lake to Punk Prayer: Russian Theater, Drama and Performance | 3     |
| Russ 350C | The 19th-Century Russian Novel (WI)                                   | 3     |
| Russ 372  | Dostoevsky's Novels   | 3     |
| Russ 419  | Readings in Russian Literature, 1861 to 1917                          | 3     |

- Sociology

| Code     | Title                    | Units |
|----------|--------------------------|-------|
| SOC 3710 | Sociology of Immigration | 3     |

## Additional Information

**Language Requirement for the Major in Eurasian Studies/ International and Area Studies:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of four semesters of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester language requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's Overseas Programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year, and in IAS 486 IAS Senior Honors Thesis in the spring of senior year (under the corresponding section number of the faculty member overseeing their thesis) in order to be properly tracked by the IAS capstone coordinator.

**Contact:** Toni Loomis  
**Phone:** 314-935-5073  
**Email:** [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
**Website:** <http://ias.wustl.edu>

## Concentration in Global Cultural Studies (IAS)

### The Major in International and Area Studies — Concentration in Global Cultural Studies

The IAS concentration in global cultural studies focuses on the practical and theoretical issues arising from cross-cultural encounters around the world. It studies these by examining traditional cultural products (literature, film, visual art and music), but also by investigating their broader political and social contexts. This track addresses compelling issues of cultural interchange for students interested in cultures for their own sake, as well as in careers in NGOs and international business and law. It is committed to interdisciplinary approaches to contemporary problems, and students may take courses in the traditional language-and-literature disciplines, as well as in anthropology, art history, film, history, music and philosophy.

**This concentration requires 36 units of course work:**

- 6 units of disciplinary introductions and methods course work (100-200 level)
- 6 units of world area course work (any level)
- 24 units of advanced course work from a minimum of three different academic disciplines (at least one course must focus on gender, race or class, and at least two must be at the 400 level)

**Additional requirements and regulations:**

- Completion of all IAS course work with a grade of C+ or higher.

- Students must satisfy the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration.
- One semester of language must be completed before declaring the major.
- We strongly encourage students to study abroad ([https://ias.wustl.edu/undergraduate/study\\_abroad](https://ias.wustl.edu/undergraduate/study_abroad)). For those students who do not study abroad, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location consistent with their chosen language of study (e.g., students who wish to study in Latin America must satisfy their language requirement with either Spanish or Portuguese).
- Throughout the course of completing the major, students must show **depth** in at least one world area by taking a minimum two courses focused on the same area, and **breadth** by taking a third course focused on a different area. We consider world areas to be Africa, East Asia, Europe, Latin America, the Middle East, North America and South Asia.
- Majors must choose their upper-level course work from a minimum of three academic disciplines (for example: anthropology, art history, film, history, languages and literature, music and political science).
- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

N.B.: A single course may satisfy more than one of the distribution requirements (disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad ([http://ias.wustl.edu/undergraduate/study\\_abroad](http://ias.wustl.edu/undergraduate/study_abroad)).

**Disciplinary introductions and methods (choose two from this list\*; 6 units):**

| Code          | Title   | Units |
|---------------|---|-------|
| Anthro 160B   | Introduction to Cultural Anthropology                           | 3     |
| Art-Arch 111  | Introduction to Asian Art                                       | 3     |
| Art-Arch 215  | Introduction to Modern Art, Architecture and Design             | 3     |
| Comp Lit 204  | Crossing Borders: An Introduction to Comparative Literature     | 3     |
| Comp Lit 211  | World Literature  | 3     |
| Comp Lit 213E | Introduction to Comparative Arts                                | 3     |
| Econ 1011     | Introduction to Microeconomics                                  | 3     |
| Econ 1021     | Introduction to Macroeconomics                                  | 3     |
| Film 220      | Introduction to Film Studies                                    | 3     |
| History 1500  | Silver, Slaves and the State: Globalization in the 18th Century | 3     |

|   |  |   |
|---|--|---|
| History 164   | Introduction to World History: The Second World War in World History       | 3 |
| History 1640  | Health and Disease in World History  | 3 |
| History 270   | Globalization and its Discontents  | 3 |
| InterD 130  | The Art of Medicine  | 3 |
| IAS 103B  | International Public Affairs   | 3 |
| IAS 127   | Migration in the Global World: Stories                                     | 3 |
| IAS 129   | Perspectives on Migration: History, Memory and the Making of Modern Europe | 3 |
| IAS 155   | Freshman Seminar: Mapping the World: Introduction to Human Geography       | 3 |
| IAS 260   | Migrations in Past and Present: Introduction to Migration Studies          | 3 |
| Introduction to Literature courses as appropriate (English, Comp Lit or foreign language) |  | 3 |
| IPH 175   | Freshman Seminar: Seeing is Believing: Visuality, Power and Truth          | 3 |
| IPH 207C  | Modern Political Thought: Text and Tradition                               | 3 |
| Music 1021  | Musics of the World  | 3 |
| Phil 120F   | Problems in Philosophy   | 3 |
| Phil 131F   | Present Moral Problems   | 3 |
| WGSS 100B   | Introduction to Women, Gender, and Sexuality Studies                       | 3 |
| WGSS 206  | Sexuality and the State: Introduction to Sexuality Studies                 | 3 |

\*Students may petition to add a course by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

**World area courses:**

Throughout the course of completing the global cultural studies major, students must show **depth** in at least one world area by taking a minimum two courses focused on the same area, and **breadth** by taking a third course focused on a different area. We consider world areas to be Africa, East Asia, Europe, Latin America, Middle East and South Asia.

Of these three courses, one must be at advanced level and will count toward the 24 credits of advanced work needed to complete the major.

The other two courses may be taken at any level; however, if advanced courses are used to fulfill any of these 6 credits, they will not also be counted toward the required 24 credits of advanced course work. Examples of lower-level classes that may be used to satisfy this requirement:

| Code           | Title  | Units |
|----------------|--|-------|
| AFAS 162       | Freshman Seminar: Contextualizing Problems in Contemporary Africa  | 3     |
| AFAS 209B      | African Studies: An Introduction                                   | 3     |
| AFAS 2230      | The African Diaspora: Black Internationalism Across Time and Space | 3     |
| AMCS 250       | Topics in Asian-American Studies                                   | 3     |
| East Asia 227C | Chinese Civilization   | 3     |
| History 102C   | Western Civilization   | 3     |
| History 2157   | Freshman Seminar: The Meaning of Pakistan: History, Culture, Art   | 3     |
| IAS 135        | Freshman Seminar — Chinatown: Migration, Identity and Space        | 3     |
| IAS 140        | East Asia in the World   | 3     |
| IAS 229        | Modern European History: Migrations, Nation States, Identities     | 3     |
| IAS 244        | Introduction to European Studies                                   | 3     |
| Japan 226C     | Japanese Civilization  | 3     |
| JINE 208F      | History, Text and Identity: Introduction to Jewish Civilization    | 3     |
| JINE 210C      | Introduction to Islamic Civilization                               | 3     |
| Korean 223C    | Korean Civilization  | 3     |
| LatAm 165C     | Survey of Latin American Culture                                   | 3     |
| LatAm 165D     | Latin America: Nation, Ethnicity and Social Conflict               | 3     |

**Advanced courses:** Choose eight courses from current relevant internationally-focused course offerings in the following departments\*. All courses must be approved by the student's IAS adviser in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/global-cultural-studies>) and master course list for full options.

- African and African-American Studies
- Anthropology
- Art History
- Children's Studies
- Classics
- Dance
- Drama
- Economics
- Film and Media Studies
- History
- Interdisciplinary Project in the Humanities
- International and Area Studies
- Languages and Literatures
- Latin American Studies
- Music

- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Women, Gender, and Sexuality Studies

\*Students may petition to add a course by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

## Additional Information

**Language Requirement for the Major in Global Cultural Studies/International and Area Studies:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of four semesters of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester language requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's Overseas Programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year, and in IAS 486 IAS Senior Honors Thesis in the spring of senior year (under the corresponding section number of the faculty member overseeing their thesis) in order to be properly tracked by the IAS capstone coordinator.

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## Concentration in International Affairs (IAS)

### The Major in International and Area Studies — Concentration in International Affairs

Why do states, nations and societies cooperate, compromise and fight? Breathtaking changes in political, economic and social relations have taken place over the past several centuries. Living and working in this rapidly changing global environment presents great opportunities to advance the human condition, create political liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration. Yet the same environment presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter the export of environmental degradation, and confront potential decline in personal and social autonomy. Our heightened economic, political, social, cultural and environmental interdependence generates serious challenges, which create the possibility for conflict but also for cooperation and compromise.

**Concentration objectives:** The IAS concentration in international affairs offers an interdisciplinary approach to understanding relations between societies. It provides opportunities to examine complex global issues and processes from multiple perspectives, to help understand the fundamental processes of cooperation, compromise and conflict in the global arena. The program provides students with knowledge and skills for understanding and working with difficult international and cross-cultural problems that states, societies and communities face.

**This concentration requires 36 units of IAS course work:**

- 3 units of Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines
- 9 units of advanced course work (300-400 level) from the Core Courses list
- 15 units of advanced course work from a minimum of three different academic disciplines (at least two must be at the 400 level)
- 3 units additional course work (any level)

**Additional requirements and regulations:**

- Completion of all IAS course work with a grade of C+ or higher.
- Students must satisfy the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration.

- One semester of language must be completed before declaring the major.
- We strongly encourage students to study abroad ([https://ias.wustl.edu/undergraduate/study\\_abroad](https://ias.wustl.edu/undergraduate/study_abroad)). For those students who do not study abroad, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location consistent with their chosen language of study (e.g., students who wish to study in Latin America must satisfy their language requirement with either Spanish or Portuguese).
- Throughout the course of completing the major, students must show **depth** in at least one world area by taking a minimum two courses focused on the same area, and **breadth** by taking a third course focused on a different area. We consider world areas to be Africa, East Asia, Europe, Latin America, Middle East, North America and South Asia.
- Majors must choose their upper-level course work from a minimum of three academic disciplines (for example: anthropology, economics, history and political science).
- No more than 3 credits may be from directed readings, research or independent study excluding the honors thesis.
- The advanced credits must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

N.B.: A single course may satisfy more than one of the distribution requirements (disciplinary or world area). Some of these requirements may be completed while abroad ([http://ias.wustl.edu/undergraduate/study\\_abroad](http://ias.wustl.edu/undergraduate/study_abroad)).

**Introductory courses (choose two from this list, 6 units):**

| Code         | Title  | Units |
|--------------|--|-------|
| AFAS 178     | Imagining and Creating Africa: Youth, Culture, and Change  | 3     |
| AMCS 250     | Topics in Asian-American Studies   | 3     |
| Anthro 132   | Freshman Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies and Global Civilization | 3     |
| Anthro 160B  | Introduction to Cultural Anthropology  | 3     |
| Econ 1011    | Introduction to Microeconomics   | 3     |
| Econ 1021    | Introduction to Macroeconomics   | 3     |
| EnSt 110     | Environmental Issues   | 3     |
| EPSc 111     | Introduction to Global Climate Change in the 21st Century  | 3     |
| EPSc 116A    | Resources of the Earth   | 3     |
| EPSc 201     | Earth and the Environment  | 4     |
| EPSc 219     | Energy and the Environment   | 3     |
| EPSc 221A    | Human Use of the Earth   | 3     |
| GIS 200      | Introduction to GIS  | 3     |
| History 102C | Western Civilization   | 3     |

|              |   |   |
|--------------|---|---|
| History 164  | Introduction to World History: The Second World War in World History                      | 3 |
| History 1640 | Health and Disease in World History   | 3 |
| History 2093 | Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention  | 3 |
| History 2171 | Who Died and Made Them Kings? People, Politics and Power in the Atlantic World, 1500-1800 | 3 |
| History 270  | Globalization and its Discontents   | 3 |
| IAS 103B     | International Public Affairs  | 3 |
| IAS 127      | Migration in the Global World: Stories  | 3 |
| IAS 135      | Freshman Seminar — Chinatown: Migration, Identity and Space                               | 3 |
| IAS 140      | East Asia in the World  | 3 |
| IAS 155      | Freshman Seminar: Mapping the World: Introduction to Human Geography                      | 3 |
| IAS 160      | World Politics and the Global Economy   | 3 |
| IAS 244      | Introduction to European Studies  | 3 |
| IS 210       | Bugs, Drugs and Global Society: Topics in Global Health                                   | 3 |
| JINE 210C    | Introduction to Islamic Civilization  | 3 |
| LatAm 165D   | Latin America: Nation, Ethnicity and Social Conflict                                      | 3 |
| MEC 290      | Microeconomics  | 3 |
| MEC 292      | Global Economy  | 3 |
| Phil 131F    | Present Moral Problems  | 3 |
| Phil 235F    | Introduction to Environmental Ethics  | 3 |
| Pol Sci 102B | Introduction to Comparative Politics  | 3 |
| Pol Sci 103B | International Politics  | 3 |
| Pol Sci 106  | Introduction to Political Theory  | 3 |
| Pol Sci 2010 | Introduction to Environmental Policy  | 3 |
| WGSS 100B    | Introduction to Women, Gender, and Sexuality Studies                                      | 3 |

**Core courses at the 300-400 level (choose three from this list, 9 units):**

| Code         | Title  | Units |
|--------------|--|-------|
| Anthro 3283  | Introduction to Global Health                          | 3     |
| Anthro 3612  | Population and Society                                 | 3     |
| Econ 451     | Environmental Policy                                   | 3     |
| History 3741 | History of United States: Foreign Relations: 1920-1989 | 3     |
| History 3743 | History of U.S. Foreign Relations Since 1920           | 3     |
| IAS 3040     | International Law and Politics                         | 3     |
| IAS 314B     | International Politics                                 | 3     |

|              |  |   |
|--------------|--|---|
| IAS 328B     | Gateway to Development                       | 3 |
| IAS 3575     | U.S. Foreign Policy: Theory and Practice     | 3 |
| IAS 376      | International Economics                      | 3 |
| IAS 4246     | State Failure, State Success and Development | 3 |
| IAS 4761     | Politics of Global Finance                   | 3 |
| Pol Sci 4070 | Global Justice                               | 3 |
| Pol Sci 4731 | Global Political Economy                     | 3 |

**Research methods (choose one from this list, 3 units):**

| Code         | Title   | Units |
|--------------|---|-------|
| Anthro 3284  | Public Health Research and Practice                       | 3     |
| Anthro 4123  | Argumentation Through Ethnography                         | 3     |
| Anthro 4253  | Researching Fertility, Mortality and Migration            | 3     |
| Anthro 4455  | Ethnographic Fieldwork: The Politics of Schooling         | 3     |
| Anthro 4803  | Advanced GIS Modeling and Landscape Analysis              | 3     |
| Comp Lit 394 | Worldwide Translation: Language, Culture, Technology      | 3     |
| Econ 413     | Introduction to Econometrics                              | 3     |
| Econ 414     | Econometric Techniques                                    | 3     |
| EnSt 380     | Applications in GIS                                       | 3     |
| GIS 200      | Introduction to GIS                                       | 3     |
| GIS 300      | Advanced GIS  | 3     |
| GIS 303      | Digital Cartography                                       | 3     |
| GIS 421      | Spatial Data Modeling and Design                          | 3     |
| History 301T | Historical Methods — Transregional History                | 3     |
| IA 524       | Methods and Research Design in International Studies      | 3     |
| IA 5410      | Alternative Analytic Techniques for International Affairs | 3     |
| IAS 3248     | Intercultural Communication                               | 3     |
| IAS 4005     | Directed Research in IAS                                  | 3     |
| InterD 4003  | Global Burden of Disease: Methods and Applications        | 3     |
| Math 2200    | Elementary Probability and Statistics                     | 3     |
| Math 3200    | Elementary to Intermediate Statistics and Data Analysis   | 3     |
| Math 475     | Statistical Computation                                   | 3     |
| Phil 321G    | Philosophy of Science                                     | 3     |
| Pol Sci 3011 | Computational Modeling in the Social Sciences             | 3     |
| Pol Sci 362  | Politics and the Theory of Games                          | 3     |
| Pol Sci 363  | Quantitative Political Methodology                        | 3     |

|             |  |   |
|-------------|--|---|
| Pol Sci 495 | Research Design and Methods                        | 3 |
| Psych 300   | Introduction to Psychological Statistics           | 3 |
| QBA 120     | Managerial Statistics I                            | 3 |
| QBA 121     | Managerial Statistics II                           | 3 |
| SOC 3050    | Statistics for Sociology                           | 3 |
| URST 4411   | In the Field: Ethnographic and Qualitative Methods | 3 |

**Advanced courses:** Choose five courses from current relevant internationally-focused course offerings in the following departments.\* All courses must be approved by the student's IAS adviser in order to count for the major. Visit the concentration webpage (<http://ias.wustl.edu/international-affairs>) and master course list for full options.

- African and African-American Studies
- Anthropology
- East Asian Languages and Cultures
- Economics
- Environmental Studies
- History
- International and Area Studies
- Jewish, Islamic and Near Eastern Languages and Cultures
- Latin American Studies
- Political Science
- Sociology
- University College — Geographic Information Systems; International Affairs; International Studies; Sustainability
- Women, Gender, and Sexuality Studies

\*Students may petition to add a course by following the instructions on the IAS FAQs webpage (<http://ias.wustl.edu/faqs>).

## Additional Information

### Language Requirement for the Major in International Affairs/

**International and Area Studies:** All IAS majors must satisfy a foreign language requirement that entails the successful completion of one language appropriate to their concentration while at Washington University. For some students, this may mean the first four semesters of a language; for others who place into advanced language classes, and with approval from IAS language faculty, this may include literature, culture, oral communication and linguistic courses in the target language, once such students complete the basic language sequence. These four semesters are in addition to the 36 units of course work outlined above, and thus advanced courses in literature and culture used to satisfy the four-semester language requirement may not also be counted as advanced credit for the IAS major. Native speakers of a foreign language must satisfy the four-semester requirement in another language appropriate to their concentration. Heritage speakers must seek appropriate

placement by the coordinator of the language program and complete the four-semester requirement.

**Study Abroad:** Majors are strongly encouraged to study abroad in one of Washington University's Overseas Programs during junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** Students must confidently expect to graduate with an overall GPA of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis in the fall of senior year, and in IAS 486 IAS Senior Honors Thesis in the spring of senior year (under the corresponding section number of the faculty member overseeing their thesis) in order to be properly tracked by the IAS capstone coordinator.

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**Website:** <http://ias.wustl.edu>

## Italian

Students who are lovers of ancient Rome or Renaissance Florence, of soccer, pasta or Petrarch, will find something for them in the Italian program. Our undergraduate curriculum affords preparation in language, literature and culture as well as opportunities for travel and study abroad. We offer a rich variety of courses in Italian language, literature and culture, with particular attention to their relation to history, politics and the arts. Our summer, semester and year-long study abroad programs in Castelraimondo (Le Marche) and Padua also will enable students to immerse themselves in Italian culture, thereby deepening their understanding of it. The study of Italian will prepare students for a career in international business, international medicine, international law, international relations or diplomacy, as well as in the fine arts and teaching.

Italian majors who plan to apply to professional schools or to pursue graduate studies in Italian literature, comparative literature, philosophy, history, art history, music, film or other related fields are encouraged to pursue independent research in the senior year. Writing a senior honors thesis provides students with a unique opportunity to apply the knowledge they acquire in their courses to a topic of their choosing, through close collaboration with a member of our faculty. In this and all aspects of students' preparation, we take an active interest in them, providing support and encouragement throughout their studies as they become dynamic, conscientious and informed members of today's global community. The Italian program extends beyond the courses we teach. We also offer ongoing series of lectures, films and artistic performances, as well as student-organized social activities through ITALO, our student organization, all of which contribute to the intellectually dynamic

and personally rewarding social environment of our section.  
*Benvenuti a tutti!*

**Contact:** Professor Michael Sherberg  
**Phone:** 314-935-5175  
**Email:** sherberg@wustl.edu  
**Website:** <http://rll.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty (p. 810) page.

## Majors

### The Major in Italian

**Total units required: 27 units** (24 for second majors). Of these 27 units, 3 may be taken outside of the Italian department (L36) with the approval of the major adviser.

#### Required courses (in Italian):

| Code      | Title                      | Units |
|-----------|----------------------------|-------|
| Ital 307D | Grammar and Composition I  | 3     |
| Ital 308D | Grammar and Composition II | 3     |

#### Two of the following courses: (6 units)

| Code                           | Title                                     | Units |
|--------------------------------|---|-------|
| Ital 323C                      | Italian Literature I                      | 3     |
| Ital 324W                      | Italian Literature II - Writing Intensive | 3     |
| Ital 327                       | History of the Italian Language           | 3     |
| Two Italian 400-level seminars |   | 6     |

### Additional Information

Students must maintain an average of B- or better and must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian major.

**Study Abroad:** Students are strongly encouraged to participate in a study abroad program (<http://rll.wustl.edu/italian/castelraimondo>). We offer a six-week summer program in Castelraimondo in the Marche region and a semester abroad program at our affiliate program with Boston University's Centro in Padua. These programs are considered in residence.

**Senior Honors:** Students are encouraged to work toward Latin Honors (*cum laude*, *magna cum laude*, *summa cum laude*). To qualify for Latin Honors in the major by thesis, a student must complete special literary research and prepare and orally defend an Honors thesis, which is judged by an Honors faculty committee. To qualify for Latin Honors by course work, a student must enroll in: 1) Ital 4951 (Senior Honors, fall of senior year); and 2) Ital 495 (Senior Honors, spring of the senior year). Recommendations for Honors are based on performance and the quality of the thesis, plus the student's cumulative grade point average. (Please refer to departmental guidelines ([\[rll.wustl.edu/latin-honors\]\(http://rll.wustl.edu/latin-honors\)\) for more information about Latin Honors.\)](http://</a></p>
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**Transfer Credits:** 18 of the 27 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

## Minors

### The Minor in Italian

**Total units required: 18**

#### Required courses (in Italian):

| Code      | Title                      | Units |
|-----------|----------------------------|-------|
| Ital 307D | Grammar and Composition I  | 3     |
| Ital 308D | Grammar and Composition II | 3     |

#### Two of the following courses: (6 units)

| Code      | Title                                     | Units |
|-----------|---|-------|
| Ital 323C | Italian Literature I                      | 3     |
| Ital 324W | Italian Literature II - Writing Intensive | 3     |
| Ital 327  | History of the Italian Language           | 3     |

#### Elective courses:

| Code      | Title   | Units |
|-----------|---|-------|
| Ital 301  | Oral Communication I  | 3     |
| Ital 319  | Advanced Conversational Italian   | 3     |
| Ital 3221 | Topics: The Jewish Experience in Italy  | 3     |
| Ital 3224 | Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy | 3     |
| Ital 332  | Topics in Film Studies: Italian Cinema  | 3     |
| Ital 334  | Topics in Italian Cinema  | 3     |
| Ital 350  | Special Topics in Italian Literature and Culture  |       |
| Ital 428  | The New Sicilian School   | 3     |
| Ital 430  | Divergent Voices: Italian Women Writers   | 3     |
| Ital 433  | Literature of the Italian Enlightenment   | 3     |
| Ital 437  | Caffe, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour                      | 3     |
| Ital 473  | Machiavelli and Guicciardini  | 3     |
| Ital 481  | Dante   | 3     |
| Ital 483  | Boccaccio: Decameron  | 3     |
| Ital 485  | Ariosto: Orlando Furioso  | 3     |
| Ital 491  | Postmodernism   | 3     |
| Ital 492  | The Italian Detective Novel   | 3     |

## Additional Information

Students must maintain an average of B- or better and must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian major.

Students are strongly encouraged to participate in a study abroad program. Please refer to the Italian page on the Romance Languages home page (<http://rll.wustl.edu/italian>) for more information on Italian study abroad programs.

## Courses

Visit online course listings to view semester offerings for L36 Ital (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L36&crslvl=1:4>).

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### L36 Ital 1015 Introductory Italian for Visual Arts

This course offers an introduction to the study of Italian in an art and art-historical context. Students learn methods of oral communication in everyday situations and a working vocabulary for the visual arts: drawing, painting, sculpture, architecture, photography, the museum, etc. By semester's end students are able to talk and write about works of art — either their own or others' — in Italian.

Credit 4 units. A&S: LA A&S IQ: LCD, LS EN: H

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### L36 Ital 101D Elementary Italian, Level I

Beginning language program stressing rapid acquisition of spoken ability, with some attention to the development of reading, writing and listening skills as well. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Ital 102D Elementary Italian, Level II

Continuation of Ital 101D. Course stresses rapid acquisition of spoken ability with increased attention to the development of reading, writing and listening skills. Prerequisite: Ital 101D or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Ital 106D Accelerated Beginning Italian I

Designed for students whose previous study of French or Spanish enables them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prerequisites: undergraduates, four years of high school French or Spanish, or French/Span 201D; no prerequisite for graduate students in Romance languages; graduate students in other fields admitted by permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Ital 107D Accelerated Elementary Italian II

Continuation of Italian 106D. Designed for students whose previous study of French or Spanish enables them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prerequisite: Italian 106D or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Ital 201D Italian, Level III

This course offers an intensive review of the basics of Italian grammar and introduces new features of Italian necessary for the advancing student. Readings appropriate to the third semester complement the grammar study. Students speak and write in Italian at all times in an effort to integrate what they have learned. Regular compositions and exams, as well as a final exam. Prerequisite: Ital 102D or higher.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Ital 215 Conversation/Culture

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/art work) what they have learned. Prerequisite: Ital 102D or the equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM

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### L36 Ital 216 Conversation

A continuation of Ital 215, this course emphasizes the development of speaking skills in Italian through study of aspects of contemporary Italian culture in particular art, music, film and politics.

Credit 2 units. BU: HUM

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### L36 Ital 247 Freshman Seminar

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc.; discussion and writing. Topics vary; interdisciplinary focus.

Credit 3 units.

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### L36 Ital 249 Refracted Light: How Others View Italy

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the 18th to the 20th centuries, in such varied genres as the short story, the novel, the mystery novel, travel writing and the memoir, this course examines the images of Italy that non-Italians project. Beyond learning about Italy, students consider their own "idea" of Italy, examine their own frame of reference and cultural biases, interrogate a variety of stereotypes, and ponder how well one can truly understand a place as an outsider or reader. Authors studied include Stendhal, Dickens, James, Forster and Mann, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM

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### L36 Ital 2991 Undergraduate Independent Study

Prerequisite: Ital 201D and permission of the department. No more than 6 units may be earned by a student.

Credit 3 units. A&S IQ: HUM EN: H

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### L36 Ital 301 Oral Communication I

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical

vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prerequisite: Itl 201D. Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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### L36 Itl 307D Grammar and Composition I

This course features advanced lessons in Italian grammar and vocabulary and an introduction to prose analysis, with the goal of improving both reading and writing in Italian. The basis of our work will be a series of readings of major 19th- through 21st-century literary works focused on childhood and young adulthood in Italy. Grammar exams and regular composition assignments. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Itl 323C and 324C. Prerequisite: Itl 201D, or permission of instructor. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Itl 308D Grammar and Composition II

A continuation of Italian 307D, this course features advanced lessons in Italian syntax and vocabulary and an introduction to the analysis of poetry and theatrical texts, with the goal of improving both reading and writing in Italian. The basis of our work is a series of readings having a common theme, desire requited and unrequited. We think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuit informs their writing. Likewise we look at how playwrights exploit this theme as a plot device. Readings include poetry by Petrarch, Michelangelo, Tasso and Montale, as well as two comedies. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken concurrently with Italian 323C or 324C. Prerequisite: Itl 307D or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L36 Itl 310 Advanced Italian Grammar in Padua

This advanced Italian grammar course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course allows students to further their mastery of Italian grammar and syntax, in order to achieve a level of full satisfaction of comprehension and active communication. Readings include newspaper articles and literary essays; students write brief compositions while taking weekly tests. Open only to Washington University students enrolled in the Padua, Italy, program with Boston University.

Credit 4 units. BU: HUM

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### L36 Itl 311 Introduction to Contemporary Italy

This course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course focuses on refining students' ability to express themselves in Italian while presenting an overview of the history and society of contemporary Italy. Readings include works by authors who are particularly significant to Italian literature of the 20th century, as well as an array of other materials. Open only to Washington University students enrolled in the Padua, Italy, program with Boston University.

Credit 4 units.

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### L36 Itl 319 Advanced Conversational Italian

Designed to offer students with strong proficiency in Italian an opportunity to practice and refine their conversational skills through the study, rehearsal and performance of theatrical

scenes or an Italian comedy from the repertoire of such chief literary figures as Machiavelli, Goldoni, Pirandello, Natalia Ginzburg and Dario Fo. Prerequisite: Itl 215 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM

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### L36 Itl 321 Independent Study

Credit variable, maximum 3 units.

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### L36 Itl 322 Topics

Same as Drama 3221. A multidisciplinary course focusing on a significant aspect of Italian culture. The topic differs from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Prerequisite: previous or concurrent enrollment in Itl 307D. Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: HUM EN: H

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### L36 Itl 3221 Topics: The Jewish Experience in Italy

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Itl 307D; no prerequisite for students in other majors. Three five-page papers. Please note: The Itl 5221 cross-listing course is for graduate students only.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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### L36 Itl 3224 Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the 20th century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the 16th- and 17th-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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### L36 Itl 323C Italian Literature I

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. Previous or concurrent enrollment in Itl 307D or 308D recommended. Prerequisite: Itl 201D.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM,  
IS EN: H

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**L36 Ital 323W Italian Literature I — Writing-Intensive Seminar**

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. This is a writing-intensive version of the previously offered course Ital 323C. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.

Credit 3 units. A&S: TH, LA, WI A&S IQ: HUM, LCD, LS, WI BU:  
IS EN: H

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**L36 Ital 324C Italian Literature II**

Framed by the age-old questions of Italian national identity and language, this introductory literature course undertakes a chronological survey of the history of Italian literature from the 1600s to the present day. We will study select works by major authors, including Galileo Galilei's "heretical" dialogues, the realistic comedies of Carlo Goldoni, poems and essays by the Romantic poet Giacomo Leopardi, the revolutionary dramas of Luigi Pirandello, the Futurist's celebration of speed, war and technology in the visual and literary arts, and the postmodern fiction of Italo Calvino. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS  
EN: H

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**L36 Ital 327 History of the Italian Language**

In this course we trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the 20th and 21st centuries. We study the natural evolution of Italian up until the 16th century; its codification as a literary language during the 16th century; the debates over the institution of a national language that coincided with the unification of Italy in the 19th century; the recovery of dialects as literary languages in the 20th century; and the more recent incorporation of words and phrases originating outside of Italy. Along the way we come to understand the reasons why we study a particular form of Italian in school, and we consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood.

Credit 3 units. A&S: TH, LA A&S IQ: HUM, LCD, LS BU: IS EN:  
H

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**L36 Ital 332 Topics in Film Studies: Italian Cinema**

Among the great European- and world-cinematic traditions, Italian cinema ranks near the top. Making its breakthrough around 1945, it has continued to surprise and challenge audiences in the decades that followed. After a brief review of the early decades of Italian film, we focus on the first two decades of postwar cinema, beginning with neorealism, continuing through the boom years of the 1950s, and ending with the new introspection of the 1960s. Looking at the movies of five great directors — Rossellini, De Sica, Fellini, Antonioni and Visconti — we consider their evolving aesthetic and their engagement with both history writ large and the social and political issues that inform Italian life as the nation struggles to reconstruct an identity shattered by fascism and war. Course conducted in English; Italian majors must read in Italian, others in English translation. Three class hours per week plus a three-hour film viewing.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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**L36 Ital 334 Topics in Italian Cinema**

A companion to Ital 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D. Prerequisite for nonmajors: Ital 332, Film 220, or permission of instructor.

Credit 3 units. A&S: TH BU: IS

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**L36 Ital 404 Senior Independent Study in Italian**

Prerequisites: senior status; Ital 307D, 308D, 323C, 324C; and permission of instructor.

Credit 3 units. A&S: TH

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**L36 Ital 419 Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: This course is in the core curriculum for the Women, Gender and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300-level and above) or permission of the instructor.

Same as L77 WGSS 419

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L36 Ital 428 The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We read novels by Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD Art: HUM EN: H

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**L36 Ital 430 Divergent Voices: Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No final.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD EN: H

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**L36 Ital 432 Divergent Voices: Italian Women Writers**

This course examines select novels, poetry and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro and Anna Banti. Special attention is paid to the historical, political and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD Art: HUM

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**L36 Ital 433 Literature of the Italian Enlightenment**

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Credit 3 units. A&S: TH, WI Art: HUM

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**L36 Ital 437 Caffè, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour**

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the 18th century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We explore 18th-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches and universities are part of the standardized itinerary we follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, also is a point of interest in our travels. Through primary and recently published secondary sources we also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time.

Prerequisite: at least one 300-level literature course. Readings in Italian or English.

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Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD BU: HUM EN: H

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**L36 Ital 456 Romance Philology**

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Same as L34 French 456

Credit 3 units. A&S: LA

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**L36 Ital 462 Prose Writers of the 16th Century**

With the triumph of the vernacular in 16th-century Italy, the peninsula bore witness not just to an outpouring of poetic works but to the arrival of some of the most important prose works in the Italian canon prior to the advent of the novel. In this course we'll conduct close readings of two treatises, Machiavelli's *Prince* and Castiglione's *Book of the Courtier*. We'll study these works for their linguistic and rhetorical features as well as their historical context and ideological content. We'll also consult some secondary readings to help us understand the place of each in the political and cultural landscape of Renaissance Italy. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH

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**L36 Ital 473 Machiavelli and Guicciardini**

The development of modern political science in 16th-century Italy. We address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD EN: H

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**L36 Ital 481 Dante**

This course features an in-depth approach to Dante's "Inferno," the first, and in many ways the most famous, of the three parts of the *Divina Commedia*. We study the structure of the poem as well as the structure of Dante's Hell, his verse form and use of the vernacular, his notion of sin and punishment and its relation to the theological traditions of which he is an heir. Because so much of the poem is rooted in and extends Dante's autobiography — literary, sentimental and political — we also read two other important texts by him, his early *Vita Nuova* (New Life) and his political treatise, *Monarchy*. Reading knowledge of Italian helpful but not required. Course conducted in English.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L36 Ital 483 Boccaccio: Decameron**

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language and power; literature and truth. With these and other concerns in mind, we

read his masterpiece, the *Decameron*, a collection of 100 tales set in the Black Plague of 1348. We then contrast it to his late *Corbaccio*, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature. Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD Art: HUM

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**L36 Ital 485 Ariosto: Orlando Furioso**

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L36 Ital 491 Postmodernism**

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganeli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis focuses on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D or permission of instructor. Credit 3 units. A&S: TH, WI

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**L36 Ital 492 The Italian Detective Novel**

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course explores the history of the "anti-detective" novel in Italy and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English. Credit 3 units. A&S: TH, WI Art: HUM

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**L36 Ital 495 Senior Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Credit 3 units. A&S: TH

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**L36 Ital 4951 Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Pass/fail. Credit 3 units. A&S: TH EN: H

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## Japanese

The Department of East Asian Languages and Cultures (EALC) offers a major and a minor in Japanese language and culture. As a major in Japanese, a student can expect to gain some proficiency in the language and to acquire a foundation in Japanese literature, history and culture from earliest times to the

present. All students majoring in Japanese must complete first- and second-level Japanese or its equivalent. They also must complete a prerequisite 200-level Civilization course and the two-semester literature survey, as well as additional advanced-level courses (300- or 400-level).

In addition, all prime majors must complete the required EALC Capstone Experience. The department strongly encourages overseas study of Japanese language and culture. All majors and minors are expected to maintain at least a B- average in all departmental courses.

**Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll in the first semester of the first year of instruction. Students who test into second-year Japanese and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

**Phone:** 314-935-4448  
**Email:** ealc@wustl.edu  
**Website:** <http://ealc.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of East Asian Languages and Cultures faculty (p. 363) page.

## Majors

### The Major in Japanese Language and Culture

**Units required:** 24 upper-level (300-level or above) units

**Prerequisites:**

1. First- and second-level Modern Japanese or the equivalent
2. Japan 226C Japanese Civilization

**Requirements:**

24 advanced (300-level) and above units to include:

1. Japan 332C Japanese Literature: Beginnings to 19th Century

2. Japan 333C The Modern Voice in Japanese Literature
3. 400-level Capstone course (prime majors)
  - Japanese prime majors may satisfy their capstone requirement in one of two ways, both of which require a presentation in the EALC Senior Symposium in the spring.
    - a) Successful completion of a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 GPA. The thesis is researched and written over two semesters, for a total of 6 units, which are *in addition* to the 24 upper-level units required for the major.
    - b) Successful completion of an approved 400-level seminar course, to be taken in the senior year. (This course may be *included* among the 24 advanced units for the major.)

### Additional Notes

1. With adviser approval, students may include one course in a related area offered outside the department among the 24 advanced units. (For example, a student with focus on Japan/Japanese may take one course in Film and Media Studies or Art History that focuses on Japan.) With adviser approval, students may count one course from another area within the department among the 24 advanced units. (For example, a student with focus on Japan/Japanese may take one course in either Korean or Chinese.)
2. Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all required courses for the major. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
3. Courses for the major may not be taken Credit/No Credit.
4. Core courses (Japan 226C, 332C, 333C) should be taken in residence.
5. No more than 6 units of transfer or study abroad non-language courses may be applied to the major.
6. No more than 3 units of Independent Study may be counted toward the required upper-level 24 units.
7. EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

## Minors

### The Minor in Japanese Language and Culture

**Units required:** 18 units

**Requirements:**

- Two semesters of Japanese language
- At least 9 units must be 300-level or above
- And the following three courses:

| Code       | Title   | Units |
|------------|---|-------|
| Japan 226C | Japanese Civilization                           | 3     |
| Japan 332C | Japanese Literature: Beginnings to 19th Century | 3     |
| Japan 333C | The Modern Voice in Japanese Literature         | 3     |

### Additional Information

- Students must earn at least a B- in their language courses in order to continue to the next level. They also must maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course(s) in question or successfully complete an approved equivalent course or courses (either during the summer or in a study abroad program).
- Courses for the minor may not be taken Credit/No Credit.
- Core courses (Japan 226C, 332C, 333C) should be taken in residence.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.

## Courses

Visit online course listings to view semester offerings for L05 Japan (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L05&crslvl=1:4>).

#### L05 Japan 103D First-Level Modern Japanese I

An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Students with some previous Japanese language background must take the placement examination.  
Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

#### L05 Japan 104D First-Level Modern Japanese II

Continuation of Japan 103D. An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Prerequisite: grade of B- or better in Japan 103D.  
Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

#### L05 Japan 119 Freshman Seminar: Anime as Popular Culture

In the contemporary media landscape, film, television, games, publishing and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular

culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan "cool" and its avid consumer cultures cover: animation aesthetics and technology; media convergence; anime fan cultures; science-fiction and remaking the body, history and identity through global media. No prerequisites. Enrollment limited to 15 college freshmen. In addition to class meetings, there is a mandatory weekly scheduled screening.

Same as L53 Film 119

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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**L05 Japan 213 Second-Level Modern Japanese I**

Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in 104D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L05 Japan 214 Second-Level Modern Japanese II**

Continuation of Japan 213. Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in Japan 213 or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L05 Japan 221 Topics: Japanese Popular Culture**

A topics course on Japanese literature and culture; topics vary by semester.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L05 Japan 226C Japanese Civilization**

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: IS EN: H

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**L05 Japan 294 Images of East Asia**

A variety of topics offered individually which reflect the images of East Asian cultures.

Same as L03 East Asia 294

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L05 Japan 299 Independent Study**

Prerequisite: Japan 213 and permission of the department.

Credit variable, maximum 6 units.

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**L05 Japan 324 A User's Guide to Japanese Poetry**

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse — the poetic diary, linked verse, haiku and others — and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L05 Japan 326 Samurai, Rebels and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt and political intrigue. Bloody battles, betrayal, madness and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we analyze the complex (and often flamboyant) narrative, visual and thematic structures of films about the age of the samurai. We discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course introduces theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings are in English. No knowledge of Japanese required. No prerequisites. Required screenings Tuesdays at 7 p.m.

Same as L53 Film 326

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L05 Japan 332C Japanese Literature: Beginnings to 19th Century**

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L05 Japan 333C The Modern Voice in Japanese Literature**

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language required.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L05 Japan 336 The Floating World in Japanese Literature**

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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### L05 Japan 3412 Japanese Art

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern and contemporary art. Emphasizing painting, sculpture, architecture and print culture, the course also explores the tea ceremony, fashion, calligraphy, garden design and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: AH, GFAH  
BU: IS EN: H

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### L05 Japan 346 Japanese Literature in Translation II

This topics course explores Japanese literature in translation. Topics vary by semester.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS  
EN: H

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### L05 Japan 4062 The Art of Borrowing: The "West" in Japanese Life

This course aims to examine Western influences in Japan and Japan's reconceptualizing the "West" in various aspects of popular culture, including cuisine, sports, music, language, advertising, entertainment and domesticity. It is primarily an anthropological survey with historical references on Japan's turn to Western civilization in the modern era. The course explores Japanese perceptions of the "West," and how Japanese consume the "West" by attaching meanings to "Western" symbols and practices, and making them part of Japanese culture and life. Rather than explicating Japan's relationship with the West, the course scrutinizes the "West" constructed within Japanese discourse, as both a racial/ethnic other and a cultural fantasy. Course assignments include a round-table discussion on specific topics relating to cultural integration and internationalization, and globalization and localization.

Same as L97 IAS 4062

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L05 Japan 412 Third-Level Modern Japanese I

Emphasis on further development of speaking, listening, reading and writing skills. Prerequisite: grade of B- or better in Japan 214 or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students.

Credit variable, maximum 4 units. A&S: LA A&S IQ: LCD, LS BU:  
HUM

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### L05 Japan 413 Third-Level Modern Japanese II

Continuation of Japan 412. Emphasis on further development of speaking, listening, reading and writing skills. Prerequisite: minimum grade of B- in Japan 412 or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students.

Credit variable, maximum 4 units. A&S: LA A&S IQ: LCD, LS BU:  
HUM

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### L05 Japan 418 Gender and Sexuality in East Asian Religions

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of

women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM  
Art: HUM EN: H

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### L05 Japan 431 Renegades and Radicals

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Mandatory weekly screening: Tuesdays at 7 p.m.

Same as L53 Film 431

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L05 Japan 443 Memory, Tears and Longing: East Asian Melodrama Film

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire — the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films — as well as films that challenge conventional definitions of melodrama — by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Same as L53 Film 443

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L05 Japan 445 Japanese Fiction: Writing Intensive Seminar**

A study of the themes, styles and genres of Japanese fiction as revealed in representative works of major authors such as Soseki, Tanizaki and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing and 6 units of literature.

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art: HUM

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**L05 Japan 4451 Topics in Modern Japanese Literature**

A topics course on modern Japanese literature; topics vary by semester. Prerequisites: junior standing and 6 units of literature. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L05 Japan 446 The Japanese Theater**

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM

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**L05 Japan 448 Japanese Poetry**

A comprehensive survey of Japanese poetry from the eighth century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works are read in English translation, although knowledge of Japanese is useful. Graduate students and Japanese majors are expected to read original materials extensively. Prerequisites: junior standing and 6 units of literature course work.

Credit 3 units. A&S: TH Art: HUM

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**L05 Japan 4482 Japanese Prints**

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor. Same as L01 Art-Arch 4482

Credit 3 units. A&S: TH A&S IQ: HUM Art: AH EN: H

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**L05 Japan 449 Modern Japanese Women Writers: Writing Intensive Seminar**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are

valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prerequisites: 6 units of literature/women's studies and junior standing, or permission of the instructor. Writing-intensive course.

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI EN: H

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**L05 Japan 4491 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi and others. A selection of novels and shorter fiction is available in English translation, and students need not be familiar with Japanese. Prerequisites: 6 units of literature/women's studies and junior standing, or permission of the instructor.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L05 Japan 450 Masterworks of Early Japanese Literature**

An intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: *The Tale of Genji*, court diaries, poetry anthologies, Noh drama, *The Tale of the Heike*, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prerequisite: junior standing. Prior knowledge of early Japanese literature or history is recommended. Texts are read in English translation.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L05 Japan 458 Fourth-Level Modern Japanese I**

Mastery of more sophisticated skills in spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Prerequisite: grade of B- or better in Japan 413 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L05 Japan 459 Fourth-Level Modern Japanese II**

Continuation of Japan 458. Mastery of more sophisticated skills in both spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Required of all students desiring subsequent tutorial assistance from the Department. Prerequisite: grade of B- or better in Japan 458, or placement by examination.

Credit variable, maximum 3 units. A&S: LA A&S IQ: LCD, LS

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**L05 Japan 460 Premodern Japanese I**

Readings in classical literary texts using materials from standard modern annotated editions. Kambun introduced in second semester. Prerequisite: Japan 412-413 or concurrent registration.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L05 Japan 461 Premodern Japanese II**

A continuation of Japan 460. Readings in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including kambun and hentaigana. Prerequisites: Japan 413 or concurrent registration; Japan 460 or equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS

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**L05 Japan 464 Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, chosen by the student in consultation with the instructor, is required. Prerequisite: Japan 458 or instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD

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**L05 Japan 471 Topics in Japanese Culture**

A topics course on Japanese culture; topics vary by semester. Same as L03 East Asia 471

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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**L05 Japan 486 Independent Work for Senior Honors**

This course is taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L05 Japan 487 Independent Work for Senior Honors**

This course is taken in the spring semester. Prerequisites: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L05 Japan 491 Topics in Japanese Literature & History**

A topics course on Japanese literature and history; topics vary by semester. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L05 Japan 4911 Modern Japan and the Invention of Tradition**

A discourse of "uniqueness" has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course explores the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we also consider a range of artistic, cinematic, and cultural production. Considerable attention is paid to "Nihonjinron," an important — and best-selling — genre of "Japanese uniqueness" writing. Our goal is to make sense of the complex intersection of traditionalism and modernism in 20th-century Japan, and to consider the larger

question of modern nationhood and the construction of national identity.

Same as L03 East Asia 4911

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:

HUM EN: H

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**L05 Japan 499 Guided Readings in Japanese**

Prerequisites: senior standing and permission of the instructor and the department chair. Course usually taken after successful completion of Japan 459. May be repeated once.

Credit variable, maximum 3 units. A&S: LA

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## Jewish, Islamic and Near Eastern Languages and Cultures

Jewish, Islamic and Near Eastern Languages and Cultures is an academic department, unique in North America, in which Jewish Studies and Islamic Studies are integrated. It is an interdisciplinary department whose purpose is to explore the *historical experience; literary, religious and cultural expression; and political and material life of the Jewish, Islamic and Near Eastern civilizations*. Whether students favor the study of language, literature, religion, history or politics, they will find in our courses a way to deepen their appreciation of these complex and diverse societies and cultures. Students will also be encouraged to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, journalism, education, the rabbinate or ministry, government, and communal or social work. Others have gone on to do graduate work in either Jewish or Islamic studies or in related disciplines. Still others have combined their interest in Jewish, Islamic and Near Eastern languages and cultures with careers in business, medicine or scientific research. All have found the major to have been an intellectually and emotionally rewarding experience and an important component of their overall development.

Our goals are to:

1. Convey an appreciation for the complexities, depth, diversity and cultural richness of Jewish and Islamic civilizations in their historical context from antiquity to the present.
2. Explore the interaction of Jewish, Islamic and other Near Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
3. Encourage mastery of the primary languages and literatures in which Jews and Muslims have expressed their cultures.
4. Prepare students for graduate or professional studies in these or related fields.

**Phone:** 314-935-5110 or 314-935-8567  
**Email:** artsci-jinelc@wustl.edu  
**Website:** <http://jinelc.wustl.edu>

## Faculty

### Chair

**Nancy E. Berg** ([http://jinelc.wustl.edu/people/berg\\_nancy](http://jinelc.wustl.edu/people/berg_nancy))  
Professor of Hebrew Language and Literature  
PhD, University of Pennsylvania

### Endowed Professor

**Hillel J. Kieval** ([http://jinelc.wustl.edu/people/hillel\\_kieval](http://jinelc.wustl.edu/people/hillel_kieval))  
Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University

### Professor

**Martin Jacobs** ([http://jinelc.wustl.edu/people/jacobs\\_martin](http://jinelc.wustl.edu/people/jacobs_martin))  
Professor of Rabbinic Studies  
PhD and Habilitation, Free University of Berlin

### Associate Professors

**Pamela Barmash** ([http://jinelc.wustl.edu/pamela\\_barmash](http://jinelc.wustl.edu/pamela_barmash))  
Associate Professor of Hebrew Bible and Biblical Hebrew  
PhD, Harvard University

**Erin McGlothlin** ([http://german.wustl.edu/people/mcglathlin\\_erin](http://german.wustl.edu/people/mcglathlin_erin))  
Associate Professor of Jewish Studies  
PhD, University of Virginia

**Nancy Reynolds** (<http://jinelc.wustl.edu/people/nancy-reynolds>)  
Associate Professor of Jewish, Islamic and Near Eastern Studies  
PhD, Stanford University

**Hayrettin Yücesoy** ([http://jinelc.wustl.edu/people/y%C3%BCcesoy\\_hayrettin](http://jinelc.wustl.edu/people/y%C3%BCcesoy_hayrettin))  
Associate Professor of Arabic and Islamic Studies  
PhD, University of Chicago

### Assistant Professors

**Anne-Marie McManus** (<http://jinelc.wustl.edu/people/anne-marie-mcmanus>)  
Assistant Professor of Modern Arabic Literature  
PhD, Yale University

**Aria Nakissa** (<http://jinelc.wustl.edu/people/aria-nakissa>)  
Assistant Professor of Islamic Studies  
PhD, Harvard University

### Senior Lecturers

**Housni Bennis** ([http://jinelc.wustl.edu/Housni\\_Bennis](http://jinelc.wustl.edu/Housni_Bennis))  
Senior Lecturer in Arabic  
PhD Candidate, Washington University

**Rami Pinsberg** ([http://jinelc.wustl.edu/people/pinsberg\\_rami-j](http://jinelc.wustl.edu/people/pinsberg_rami-j))  
Senior Lecturer in Modern Hebrew  
MEd, University of Missouri-St. Louis

**Younasse Tarbouni** ([http://jinelc.wustl.edu/Younasse\\_Tarbouni](http://jinelc.wustl.edu/Younasse_Tarbouni))  
Senior Lecturer in Arabic  
PhD Candidate, L'École des Hautes Études en Sciences Sociales (EHESS)

**Mohammad J. Warsi** ([http://jinelc.wustl.edu/mohammad\\_warsi](http://jinelc.wustl.edu/mohammad_warsi))  
Senior Lecturer in South Asian Languages and Cultures  
PhD, Aligarh Muslim University

### Lecturer

**Madhavi Verma** (<http://jinelc.wustl.edu/people/meera-jain>)  
Lecturer in Hindi Languages and Cultures  
MA, Patna University

### Endowed Professor - Affiliated

**John R. Bowen** ([http://anthropology.artsci.wustl.edu/bowen\\_john](http://anthropology.artsci.wustl.edu/bowen_john))  
Dunbar-Van Cleve Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology)

### Professors - Affiliated

**Lois Beck** ([http://anthropology.artsci.wustl.edu/beck\\_lois](http://anthropology.artsci.wustl.edu/beck_lois))  
Professor of Sociocultural Anthropology  
PhD, University of Chicago

**Robert Canfield** ([http://anthropology.artsci.wustl.edu/canfield\\_robert](http://anthropology.artsci.wustl.edu/canfield_robert))  
Professor Emeritus of Sociocultural Anthropology  
PhD, University of Michigan

**Joseph Schraibman** (<http://rll.wustl.edu/people/schraibman>)  
Professor of Romance Languages  
PhD, University of Illinois at Urbana-Champaign

### Associate Professors - Affiliated

**Michael Frchetti** ([http://anthropology.artsci.wustl.edu/frchetti\\_michael](http://anthropology.artsci.wustl.edu/frchetti_michael))  
Associate Professor of Anthropology  
PhD, University of Pennsylvania

**Seth Graebner** (<http://rll.wustl.edu/people/graebner>)  
Associate Professor of French and International and Area Studies  
PhD, Harvard University

**Tabea Alexa Linhard** (<http://rll.wustl.edu/people/linhard>)  
Associate Professor of Spanish and Comparative Literature  
PhD, Duke University

## Assistant Professor - Affiliated

**Denise Gill** (<http://jinelc.wustl.edu/people/denise-gill-gurtan>)  
Assistant Professor of Ethnomusicology  
PhD, University of California, Santa Barbara

## Majors

As majors in one of the Near Eastern languages and literatures (Arabic; Hebrew; or Jewish, Islamic and Near Eastern studies), students can expect to gain proficiency in one or more Near Eastern languages, study the area's literary and cultural landmarks, and gain familiarity with Jewish, Islamic and Near Eastern history and civilizations.

## The Majors

For information on the major in Arabic, visit the Arabic (p. 238) page of this *Bulletin*.

For information on the major in Hebrew, visit the Hebrew (p. 485) page of this *Bulletin*.

For information on the major in Jewish, Islamic and Near Eastern studies, visit the Jewish, Islamic and Near Eastern Studies (p. 617) page of this *Bulletin*.

## Minors

### The Minors

For information on the minor in Arabic, visit the Arabic (p. 238) page of this *Bulletin*.

For information on the minor in Hebrew, visit the Hebrew (p. 485) page of this *Bulletin*.

For information on the minor in Jewish, Islamic and Near Eastern studies, visit the Jewish, Islamic and Near Eastern Studies (p. 618) page of this *Bulletin*.

For information on the minor in South Asian languages and culture (Hindi), visit the Hindi (p. 490) page of this *Bulletin*.

## Courses

For Arabic courses, visit the Arabic (p. 239) page of this *Bulletin*.

For Hebrew courses, visit the Hebrew (p. 486) page of this *Bulletin*.

For Jewish, Islamic and Near Eastern Studies courses, visit the Jewish, Islamic and Near Eastern Studies (p. 619) page of this *Bulletin*.

## Jewish, Islamic and Near Eastern Studies

Jewish, Islamic and Near Eastern Studies is an interdisciplinary program whose purpose is to explore the historical experience; literary, religious and cultural expression; and political and

material life of the Jewish, Islamic and Near Eastern civilizations. Our program is unique in the United States because it integrates Islamic studies and Jewish studies. Whether students favor the study of language, literature, religion, history or politics, they will find in our courses a way to deepen their appreciation of these complex and diverse societies and cultures. Students also will be encouraged to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa and other parts of the world.

Our majors and minors have gone on to do many diverse things after graduation. Many have entered professional schools in such fields as law, journalism, education, the ministry or rabbinate, government and communal or social work. Others have gone on to do graduate work in either Jewish or Islamic studies or related disciplines. Still others have combined their interest in Jewish, Islamic and Near Eastern studies with careers in business, medicine or scientific research. All have found the major to have been an intellectually and emotionally rewarding experience and an important component of their overall development.

**Phone:** 314-935-5110 or 314-935-8567  
**Email:** [artsci-jinelc@wustl.edu](mailto:artsci-jinelc@wustl.edu)  
**Website:** <http://jinelc.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Jewish, Islamic and Near Eastern Languages and Cultures faculty (p. 616) page.

## Majors

### The Major in Jewish, Islamic and Near Eastern Studies

Students who wish to major in Jewish, Islamic and Near Eastern studies will select one of three tracks: comparative Jewish and Islamic studies, Islamic studies, or Jewish studies.

#### Prerequisites

1. Two years language (Arabic, Hebrew) by course work or by placement
  - For comparative Jewish and Islamic studies majors: two years of one language (Arabic or Hebrew) and one year of the other language (Arabic or Hebrew).
2. JINE 210C Introduction to Islamic Civilization and JINE 208F History, Text and Identity: Introduction to Jewish Civilization
  - Students with substantial prior course work may substitute an additional upper-level course with permission of adviser and the director of undergraduate studies (DUS).

#### Requirements

24 upper-level (3xx or 4xx) credits, including:

- 3 credits in departmental capstone course to be taken senior year. (Students may take it junior year with permission of adviser and DUS.)

and

- 21 credits as follows:

### Islamic Studies or Jewish Studies Majors

- 15-18 credits in the primary culture
- 3-6 credits in another culture (for Islamic Studies – Jewish Studies; for Jewish Studies – Islamic Studies)

### Comparative Jewish and Islamic Studies Majors

- 9 credits in Jewish Studies
- 9 credits in Islamic Studies
- 3 credits elective units, chosen in consultation with the major adviser

### Additional Information

- Students are encouraged to take courses distributed in each of the following areas: literature and culture, history, and religion.
- Senior thesis writers should sign up for an appropriate 3-credit course in the fall and in the spring. (The 6 credits can be applied to the primary area of study.)
- Students enrolled in Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their adviser and the DUS. Summer programs and transfer courses can be granted as many as 6 credits subject to review by their adviser and the DUS. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad, summer programs, or transfer credit. For more information on preapproved study abroad programs, please visit the Overseas Programs website (<http://overseas.wustl.edu/study-abroad>).
- No credit will be given for courses taken outside the department other than those which are cross-listed.
- To be eligible to write a senior thesis, a student must maintain a GPA of 3.65 through the sixth semester.
- Students must maintain an average of B in all courses for the major. A grade of B- must be earned in each language course in order to advance to the next level.
- No course taken pass/fail can count toward either the prerequisites or the major.

## Minors

### The Minor in Jewish, Islamic and Near Eastern Studies

Students who wish to minor in Jewish, Islamic and Near Eastern studies will select one of three tracks: comparative Jewish and Islamic studies, Islamic studies, or Jewish studies.

### Comparative Jewish and Islamic Studies

#### Required courses (18 units)

- JINE 210C Introduction to Islamic Civilization
- JINE 208F History, Text and Identity: Introduction to Jewish Civilization
- 6 units from 300- or 400-level courses in Islamic studies and/or Arabic languages and literature
- 6 units from 300- or 400-level courses in Jewish studies and/or Hebrew language and literature

### Islamic Studies

#### Required courses (18 units)

- JINE 210C Introduction to Islamic Civilization
- 12 units from 300- or 400-level courses in Islamic studies and/or Arabic language and literature
- 3 units from 300- or 400-level courses in Jewish studies or Hebrew language and literature

### Jewish Studies

#### Required courses (18 units)

- JINE 208F History, Text and Identity: Introduction to Jewish Civilization
- 12 units from 300- or 400-level courses in Jewish studies and/or Hebrew language and literature
- 3 units from 300- or 400-level courses in Islamic studies or Arabic language and literature

### Additional Information

#### Regulations for minors in Jewish, Islamic and Near Eastern studies

- Maximum of 3 units for language at any level (100- through 400-level) are allowed toward the minor.
  - Note that 300- or 400-level courses that include the study of texts in the original language may be considered courses about history, literature or religious studies rather than language courses.
- Preapproved Washington University study abroad programs during the regular academic semester, summer programs, and transfer courses can earn a maximum of 3 units subject to review by the adviser and the DUS.

- Back credit granted for language courses does not count for the minor.
- No credit will be given to courses taken outside the department other than those which are cross-listed.
- A minimum of 18 units is required for the minor.
- Students have to maintain an average of B for the minor. A grade of B- must be earned in each language course in order to advance to the next language course.
- No pass/fail course can count toward either prerequisites or the minor.

## Courses

Visit online course listings to view semester offerings for L75 JINE (<https://courses.wustl.edu/CourseInfo.aspx?scl=L&dept=L75&crslvl=1:4>).

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### L75 JINE 101D Beginning Biblical Hebrew I

This course prepares the student to read Biblical literature in Hebrew.

Same as L74 HBRW 101D

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L75 JINE 105D Beginning Modern Hebrew I

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam and encouraged to consider HBRW 151D. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Five class hours a week plus laboratory work. Limit: 15 students per section.

Same as L74 HBRW 105D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L75 JINE 106D Beginning Modern Hebrew II

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Three class hours a week plus laboratory work. Limit: 15 students per section.

Same as L74 HBRW 106D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS EN: H

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### L75 JINE 107D Beginning Arabic I

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking and understanding. Five class hours, including one culture hour, and additional drill or laboratory hours. Students with previous Arabic language background must take a placement examination.

Same as L49 Arab 107D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L75 JINE 108D Beginning Arabic II

Continuation of Arab 107D. Emphasis on enhancing skills in reading, writing, speaking and aural comprehension of modern Arabic. Prerequisite: grade of B- or better in Arab 107D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor.

Same as L49 Arab 108D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L75 JINE 111D Beginning Hindi I

An introduction to the most widely spoken language of South Asia. Along with an understanding of grammar, the course offers practice in all four skills: listening, speaking, reading and writing. The Hindi (Devanagari) script is used for reading and writing.

Note: Students with some previous Hindi language background must take a placement examination.

Same as L73 Hindi 111D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L75 JINE 112D Beginning Hindi II

Continuation of Hindi 101D, devoted to the further development of basic skills — listening, speaking, reading and writing — with a particular emphasis on the acquisition of speaking proficiency.

Prerequisite: Hindi 111D or placement by examination.

Same as L73 Hindi 112D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L75 JINE 116D Beginning Persian I

Introduction to modern Persian; concentrates on rapidly developing basic skills in speaking, reading, writing, and understanding modern Persian. Five class hours a week and additional drill or laboratory hours as assigned by instructor.

Same as L47 Pers 116D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS

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### L75 JINE 117D Beginning Persian II

Introduction to modern Persian; concentrates on rapidly developing basic skills in speaking, reading, writing, and understanding modern Persian. Five class hours a week and additional drill or laboratory hours as assigned by instructor.

Same as L47 Pers 117D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS

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### L75 JINE 151D Advanced Beginning Modern Hebrew I

Designed for the student with some background in Hebrew. Emphasis will be on review of grammar, increased fluency and vocabulary enrichment. This course prepares students for HBRW 106D. Limit 15 students.

Same as L74 HBRW 151D

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L75 JINE 1550 Temple & Palace in World History:

#### Approaches to Religion and Politics in the Middle East

This course aims to examine the ways in which temple and palace cooperated with and competed against each other in the Middle East from ancient to the present times. As sites of spiritual and political power, temples and palaces have played a major role in human history. They have been a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families and societies. The course will trace how their interactions produced various models of authority, law and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies. Introductory course to the major and minor.

Same as L22 History 1550

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L75 JINE 175 Discovering the Other and the Self: Jewish Travel Literature and Autobiographical Writing, 1200-1800**

Travel literature usually describes "other" places and peoples — otherness and the unfamiliar are its major themes. At the same time, travel writers reflect on notions of the Self and the home. Autobiography is a representation of one's self. However, the self can only be explored in relation to others. Reading early Jewish travel accounts and autobiographies from the Middle Ages to the 18th century, this class addresses questions such as: How did premodern Jews perceive themselves in a world dominated by Christians and Muslims? Where did they locate themselves between East and West? Did Jewish travelers going from the lands of Christendom to those of Islam share certain "Western" perceptions of the Islamic world? How did a Jew from Renaissance Italy negotiate between Jewish and Italian identities? Were Egyptian Jews to him distant relatives, or ultimately foreigners, "Orientals"? How did a German Jewish businesswoman view her role within a rapidly changing, yet male-dominated society? All primary sources are read in translation. In the course of their study, attention is paid to peculiarities of literary genre and the problem of how to differentiate between fact and fiction. Throughout the semester we devote time to discussing practical questions such as how to use the library's catalog and (electronic) reference sources, as well as techniques for structuring and writing students' essays. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L75 JINE 176 Freshman Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism**

This course invites students to explore the varieties and limits of Jewish identity in a world in which nations appear to be the driving forces of history. In the "age of nationalism," beginning in the second half of the 18th and continuing to the end of the 20th century, traditional forms of Jewish identity as well as the place of Jews within the social fabric became problematic. Who were the Jews as individuals and as a collective? A nation? A religious group? Neither exactly? And what was their relationship to the emerging, modern nations of Europe to be? Did the process of emancipation resolve the problem? To what extent was antisemitism a response to the dilemma of defining and situating Jews in the new European order? How has the existence of a Jewish nation state in the Middle East affected Jewish identity in other parts of the world? Finally, how has globalization altered the relationship of Jews to the state as well as toward other Jews? Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L75 JINE 1771 Freshman Seminar: The Exodus in the Jewish Experience**

This course investigates how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been reimagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism and music. Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 179 Freshman Seminar: Midrash: The Imaginative Interpretation of Biblical Texts**

The aim of this seminar is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical and cultural context in which Rabbinic Midrash developed, we get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources are read in translation. Throughout the semester we devote time to discussing practical questions such as how to use the library's catalog and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L75 JINE 180 Freshman Seminar: Jewcy: Jewish Culture in the 21st Century**

This course examines cultural expressions of American Jewish identity within an ethnographic context. We analyze processes of assimilation, Americanization and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the *The Joys of Yiddish* to jewlicious.com. Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L75 JINE 200 Internship**

For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A "learning agreement" must be submitted and approved prior to beginning internship work.

Credit 3 units.

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**L75 JINE 2011 Intermediate Hindi I**

Continuing practice in listening, speaking and grammatical understanding. The Hindi (Devanagari) script is used for reading and writing. Prerequisite: grade of B- or better in Hindi 112D, or placement by examination.

Same as L73 Hindi 201

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L75 JINE 201D Second Year Modern Hebrew**

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in Beginning/First Year Modern Hebrew or placement by examination. Limit: 16 students per section.

Same as L74 HBRW 2011

Credit 3 units. A&S IQ: LCD EN: H

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**L75 JINE 2021 Intermediate Hindi II**

Continuation of Hindi 201. Prerequisite: grade of B- or better in Hindi 201, or placement by examination.

Same as L73 Hindi 202

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

**L75 JINE 207D Intermediate Arabic I**

Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic.

Prerequisite: grade of B- or better in Arab 108D or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor.

Same as L49 Arab 207D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

**L75 JINE 208D Intermediate Arabic II**

Continuation of Arab 207D. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 207D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor.

Same as L49 Arab 208D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

**L75 JINE 208F History, Text and Identity: Introduction to Jewish Civilization**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — is to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, IS EN: H

**L75 JINE 2091 Scriptures and Cultural Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various

canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:

HUM BU: ETH EN: H

**L75 JINE 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history are balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, IS

**L75 JINE 213D Intermediate Modern Hebrew I**

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills.

Prerequisite: grade of B- or better in HBRW 106D or placement by examination.

Same as L74 HBRW 213D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

**L75 JINE 214C Introduction to Comparative Literature**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers and/or exams.

Same as L16 Comp Lit 215C

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

**L75 JINE 214D Intermediate Modern Hebrew II**

Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: HBRW 213D or equivalent.

Same as L74 HBRW 214D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

**L75 JINE 2157 Freshman Seminar: The Meaning of Pakistan: History, Culture, Art**

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. Flanked by two rapidly growing superpowers, and continually at the forefront of another global entanglement over Afghanistan, Pakistan has been forged through successive world historical epochs: colonialism, decolonization, the Cold War, neo-liberalism, and the War on Terror. This course situates Pakistan in the context of U.S. imperialism, Indian regional hegemony, Chinese globalization

and then turns to the powerful and diverse struggles launched by its own citizens against these external forces.

Same as L22 History 2157

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS  
EN: H

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**L75 JINE 216D Intermediate Persian I**

Rapid development of skills in speaking, reading, writing, and understanding modern Persian. Reading of annotated, classical, and modern texts; elementary composition. Prerequisite: Persian 117D or equivalent.

Same as L47 Pers 216D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS

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**L75 JINE 217D Intermediate Persian II**

A continuation of Persian 216D. Emphasis on enhancing skills in speaking, reading, writing, and understanding modern Persian. Reading of annotated classical and modern texts; elementary composition. Prerequisite: Persian 216D, or equivalent. Five class hours a week with additional drill or laboratory hours as assigned.

Same as L47 Pers 217D

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: IS

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**L75 JINE 225C Introduction to India Culture and Civilization**

Credit 3 units. A&S: TH BU: ETH

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**L75 JINE 240 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 help us to remember the Holocaust in the 21st century? We 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: TH A&S IQ: HUM BU: BA, HUM EN: H

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**L75 JINE 250 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA  
EN: S

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**L75 JINE 2850 Freshman Seminar: 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.

Same as L61 Focus 2850

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch:  
HUM Art: HUM EN: H

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**L75 JINE 300 Introduction to the Hebrew Bible/Old Testament**

A survey of the religious ideas and cultural history of the Hebrew Bible (Old Testament) and its context in the ancient Near East. Traditional Jewish and Christian interpretation of the Bible is discussed. No knowledge of Hebrew required; no prerequisites. Same as L23 Re St 300

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: ETH, HUM

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**L75 JINE 301 Advanced Hindi I**

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Prerequisite: grade of B- or better in L73 Hindi 202 or placement by examination.

Same as L73 Hindi 301

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L75 JINE 3012 Biblical Law and the Origins of Western Justice**

This course explores how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course also illuminates how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It further analyzes the impact of biblical law on Western culture and investigates how the law dealt with those of different social classes and ethnic groups, and we probe how women were treated by the law.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD EN: H

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**L75 JINE 301C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World**

We trace Israelite and Jewish history from its beginnings in the biblical period (ca. 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (ca. 620 CE). We explore how Israel emerged as a distinct people and why

the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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**L75 JINE 301M Historical Methods — Middle Eastern History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis is on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Consult Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Same as L22 History 301M

Credit 3 units. A&S: TH BU: IS EN: H

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**L75 JINE 302 Introduction to the History and Culture of Ancient Mesopotamia**

This course introduces students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains we survey all major facets of Mesopotamian culture: the environment, political history and "everyday life" including portraits of several material, social and economic aspects of society: religion, myth, art, science and medicine. The course focuses on helping the student to understand empathetically the Mesopotamian worldview, to interact with primary materials (in translation), and to evaluate the ideas of historians dedicated to investigating this culture. Because some of the practices of this ancient culture are quite different from our own (e.g., magic, divination, the gods), yet others have made important contributions to world civilization (including the West, e.g., writing and astronomy), the course also is an important experience in cross-cultural learning.

Credit 3 units. A&S: TH BU: ETH, HUM

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**L75 JINE 3020 Advanced Hindi II**

This course is a continuation of Hindi 301. It is designed to continue students' advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles and other selected materials. Prerequisite: grade of B- or better in Hindi 301 or placement by examination. Same as L73 Hindi 302

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L75 JINE 3062 Islam, Culture and Society in West Africa**

This course explores the introduction of Islam into West Africa beginning in the 10th century and explores its expansion and development in the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures and readings as well as print and visual media.

Same as L90 AFAS 3062

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: NW

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**L75 JINE 3070 The Writing of the Indian Subcontinent**

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed as an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors, including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunsekera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L75 JINE 3073 The Global War on Terrorism**

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L75 JINE 307D Advanced Arabic I**

Continuation of Arab 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audio-visual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor.

Same as L49 Arab 307D

Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L75 JINE 3082 Introduction to Rabbinic Judaism**

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon — as a constantly developing religious system. Among the topics explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women? How did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the

Midrash collections — a literature that defines the character of Judaism down to our own times. All texts are read in translation. Same as L23 Re St 3082  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L75 JINE 308D Advanced Arabic II**

Continuation of Arab 307D. Continued integration of language development through reading, writing, speaking and listening activities centered around advanced authentic material. This semester proves critical for making the transition from Modern Arabic to Classical Arabic, including Qur'anic Arabic. Continued development of colloquial Arabic. Prerequisite: Arab 307D or equivalent.  
Same as L49 Arab 308D  
Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L75 JINE 309 Classical Jewish Philosophy**

The history of Jewish philosophy, from the ancient world through medieval thinkers such as Maimonides and Halevi, is surveyed in the context of the development of Western philosophy.  
Credit 3 units. A&S: TH BU: ETH

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**L75 JINE 310 Contemporary Jewish Thought**

A study of the representative figures and problems of modern Jewish thought from Spinoza to the present. Other topics include: the impact of the European Enlightenment; Zionism; Buber; Rosenzweig; Kaplan; and Soloveitchik. Prerequisite: JINE 208F or the equivalent.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L75 JINE 3101 The Problem of Evil**

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approach to the problem of evil in Western philosophical and religious thought.  
Same as L23 Re St 3101  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L75 JINE 312 Introduction to the History and Cultures of Turkey**

Since ancient times, the Anatolian Peninsula, the land surrounded by the Black Sea, the Aegean and the Mediterranean Seas, has been a home and a passageway to a multitude of diverse peoples. This course is intended to offer an overview of Turkey, its history, peoples, cultures, socioeconomic and political structures and institutions within the context of modern and contemporary global trends since the 19th century through the prism of *longue durée* developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions and problems which aids those who wish to further delve into studying the deep and complex fabric of the Turkish society, culture and history.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 3120 South Asian Religious Traditions**

The Indian subcontinent is home to Hindu, Islamic, Buddhist, Jain, and Sikh traditions, among others. In this course we explore several traditions that are vital to life in India, Pakistan

and beyond. We first encounter each tradition through narrative, with the support of visual media. We then explore how contemporary adherents make these traditions meaningful for themselves — in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will have the opportunity for creative projects or individual research.  
Same as L23 Re St 312  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: NW

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**L75 JINE 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World**

This course explores the archaeology of Europe, the Near East and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy and horse-riding. A major focus is the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political and ritual practices. We also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.  
Same as L48 Anthro 3122

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L75 JINE 313C Islamic History 622-1200**

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.  
Same as L22 History 313C

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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**L75 JINE 3149 The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

**L75 JINE 314C Islamic History: 1200-1800**

An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal periods (600-100) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course is not a "survey" of this period but a series of "windows" that allows students to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS

**L75 JINE 3150 The Middle East in the 20th Century**

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

**L75 JINE 316 Advanced Persian I**

Selected readings from classical Persian prose and poetry. Prose readings from historical, mystical, and ethical literature by such authors as Bayhaghi, 'Attar and Sa'di. Poetry from significant lyrical genres, such as qasida and ghazal, as well as examples from heroic and romantic epics. Continued emphasis on developing skills in writing, speaking, and understanding Persian. Frequent use of traditional music, slides, and videos to enhance cultural awareness. Prerequisite: Pers 217D or equivalent.

Same as L47 Pers 316

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM, IS

**L75 JINE 3192 Modern South Asia**

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

**L75 JINE 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the

colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

**L75 JINE 3200 An Introduction to Literature and Visual Culture in the Arab World**

The course aims to provide a framework within which the literary and image cultures of the Arabic-speaking peoples have developed. This is done through a combination of contextual analysis and close reading of seminal texts and films. Our starting points are foundational sources such as the Qur'an and classical prose and poetry. From the later period, emphasis is on fiction and cinema.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

**L75 JINE 320D Advanced Modern Hebrew I**

Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: grade of B- or better in HBRW 214D or placement by examination.

Same as L74 HBRW 320D

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

**L75 JINE 3221 Topics: The Jewish Experience in Italy, 1850-1945**

This course examines the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We approach these topics wherever possible through primary texts, including essays, memoirs and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers.

Same as L36 Ital 3221

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

**L75 JINE 322D Modern Jewish Literature in Hebrew**

Same as L74 HBRW 322D

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L75 JINE 3230 Jews & Christians in the Premodern World**

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper-division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of "orthodoxy" and "heresy," as well as the way in which Christians re-appropriated Jewish texts, rituals and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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**L75 JINE 3241 Hebrew of the Media**

Reading and discussion of newspaper articles. Viewing and analysis of television news programs and films. Prepares students to become familiar with the language and typical issues of the Israeli media and to discuss in writing and speech the issues in the news. Prerequisite: HBRW 322 or by departmental approval.

Same as L74 HBRW 324

Credit 3 units. A&S: LA

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**L75 JINE 3250 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings are in English translation.

Same as L49 Arab 325

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 3266 "East" and "West" in Jewish Imagination and Politics**

How have Jews, as a paradigmatic diasporic people, understood their place between "East" and "West," and their relationships with other Jews and non-Jews within, across, and beyond the vast territorial expanse of Eurasia? What has it meant to identify, to be identified, and to live as Jews in Eurasia and beyond — both before and after the State of Israel? We begin with the origin of world Jewry, follow the various and interrelated experiences of Jews under Christendom and Islam, and, through carefully chosen vignettes, trace how the modern concepts of "East" and "West" have shaped the course of Jewish history, politics and imagination for millennia.

Same as L97 IAS 3266

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Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L75 JINE 3273 Introduction to Israel Studies**

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention is paid to the modern state of Israel and current issues in its politics, economy and society. JINE 5273 is intended for graduate students only.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 3292 Topics in Politics: Modern South Asian Politics**

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy.

Same as L32 Pol Sci 3292

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L75 JINE 3293 Religion and Society**

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L75 JINE 331 Topics in Holocaust Studies**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children—both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children—an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND ONE DISCUSSION SECTION.

Same as L21 German 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L75 JINE 3313 Women and Islam**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe and the United States. Students examine ethnographic, historical and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films. Same as L48 Anthro 3313  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA

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**L75 JINE 3331 The Holocaust**

Origins, causes and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; contemporary implications of the Holocaust for theology and politics. Same as L22 History 333  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: ETH, HUM, IS EN: H

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**L75 JINE 334C Crusade, Conflict, and Coexistence: The Jews in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world — a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era. Same as L22 History 334C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH, HUM, IS

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**L75 JINE 335C Becoming "Modern": Emancipation, Antisemitism, and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the

rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945. Same as L22 History 335C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM

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**L75 JINE 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life. Same as L22 History 336C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L75 JINE 3392 Hinduism and the Hindu Right: Topics in South Asian Religions**

The topic for this course varies. The topic for fall 2017 is Hinduism and the Hindu Right. Same as L23 Re St 3392  
Credit 3 units. A&S: TH, CD A&S IQ: HUM EN: H

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**L75 JINE 340 Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation. Same as L74 HBRW 340  
Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

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**L75 JINE 341 The Jewish People in America**

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social and economic transformations; and religious trends. Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L75 JINE 3411 Children and Childhood in World Religions**

This course investigates the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we explore a wide range of different religions' teachings about children and childhood. We combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships

between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism and Confucianism. Same as L66 ChSt 341  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L75 JINE 3415 Jewish-Gentile Relations in the United States, 1830-1970**

Throughout their history Jews faced non-Jewish majorities, and America was no different. Yet unlike Europe, the United States has been, overall, a very hospitable place for Jews, and many of them came to see their new country as "the Promised Land." The course focuses on the relations between Jews and their non-Jewish neighbors from the beginning of a significant Jewish immigration to the United States in the 1830s. The course ends in the 1970s in order to analyze what most historians interpret as a rightward and inward turn of American Jewry (especially after 1967) and link it to the larger wave of ethnic revival in America. As a whole, the course looks at the interethnic and interreligious dimensions of American Jewish life and relates them to the larger American context. How did American Jews view their fellow countrymen and how did these opinions, in turn, affect Jewish integration into the larger society? How did the gamut of relations with other groups, which ran from animosity to coalition building and amity, change the country's political and cultural landscape? How did political and class differences within Jewish communities influence the character of interaction with other communities? Can we learn from the Jewish case about more general patterns of majority-minority relations in America?  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L75 JINE 3421 Childhood, Culture and Religion in Medieval Europe**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course explores how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.  
Same as L66 ChSt 342  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L75 JINE 344 Imagining the Holocaust in Contemporary Jewish Literature**

Recent public discourse on the Holocaust has displayed an anxiety that, with the gradual dying out of the survivor generation, the Holocaust too will soon pass into oblivion and one day be forgotten. Accompanying this anxiety about the vanishing eyewitness and the crisis of forgetting is often a parallel skepticism about narratives of the Holocaust that are not rooted in the direct experience of the survivor. Despite an injunction against fictional and imaginative representations of the Holocaust by survivors such as Elie Wiesel, however, the past 20 years have seen a wave of imaginative literature about the Holocaust written by non-survivors. This course examines recent

post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel and the United States, including works by Art Spiegelman, David Grossman, Aharon Appelfeld, Nathan Englander, Anne Michaels, Nava Semal, Patrick Modiano, Jurek Becker and others. Central to our inquiry into this literature is the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory and post-Holocaust Jewish identity.  
Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L75 JINE 345 Mesopotamian Mythology: Stories from Ancient Iraq**

In this course we read, explore and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts are among those we read. Cultural background information is examined to situate each myth in its ancient context. Various theories of interpreting myth also are explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions underlie all that we do throughout the semester: What is myth? How should we understand the conceptualization of the category "myth" (in other words: How does myth work?) Does myth still play a role in our own modern cultures?  
Credit 3 units. A&S: TH, CD BU: HUM

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**L75 JINE 346 Islamic Law**

This course presents a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It then explores the formation of the major schools of law. Next it debates the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It also traces the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 349 Yiddishkayt: Yiddish Literature in English Translation**

This course traces the emergence, development, flourish and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late Middle Ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

**L75 JINE 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing or permission of instructor.  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS

**L75 JINE 351 Muhammad in History and Literature**

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc., literature. Because of the availability of primary sources in English translation, there is a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills are encouraged to engage sources in their original language.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

**L75 JINE 352 Iraqi Literature**

This course introduces students to major works in Iraqi literature in the 20th and 21st centuries, with a focus on the post-World War II period up to the present day.  
Same as L49 Arab 352  
Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

**L75 JINE 353 Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)**

This course focuses on literary and cultural traditions of South Asia in general and India in particular. Students will be introduced to a variety of contemporary literary genres through text and visuals. Weekly readings and class discussions will be followed by a film screening from the popular Hindi cinema, known as Bollywood industry of India, to demonstrate how literary writings influence modern day cultural traditions. Students will also work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in the class discussions.  
Credit 3 units.

**L75 JINE 354 Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism

and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization.  
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

**L75 JINE 355C The Flowering of Islamic Literature, 500-1200**

Exploration of the multilingual (Arabic, Persian, Turkish) literary cultures of a civilization that stretched from Spain to India. Themes and genres include early court patronage, bedouin odes, wine poetry, social satire, mystical poetry, national epic, and the literature of love and romance. Comparisons to contemporaneous Hebrew and ancient and medieval Western literatures. Readings in English.  
Same as L16 Comp Lit 355C  
Credit 3 units. A&S: TH, CD Art: HUM BU: HUM

**L75 JINE 3581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century**

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers identifying themselves as Jews. Jewish art music from these periods are examined against the background of musical development in general, the social, political and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music are analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.  
Credit 3 units. A&S: LA, CD A&S IQ: LCD BU: HUM EN: H

**L75 JINE 3582 Music in Jewish Culture and Society**

The common term "Jewish Music" raises numerous questions that emanate from the difficulty to define "Jewish" identity of any given music. This course deals with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the diaspora. We survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We study the background and the different characteristics of selected Jewish communities — Ashkenazic, Sephardic, Italian, Yemenite and others — as well as instrumental music, questions of gender and the relationship between music and text. A secondary goal of this course is the study of the bibliography and discography of Jewish musics.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

**L75 JINE 3583 The Soundtrack of Israeli History**

This course explores connections between Israeli history, nationality and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories are surveyed through historical studies as well as through their musics and against the background of developments in 20th-century music.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 3584 Music in the Holocaust: Portrayals in Sound from Past and Present**

The course explores Germany's road to totalitarianism through three different stages seen through its musical contexts: the embedment of "music libels" against Jews in 19th-century European culture in general and German culture in particular; the association of Jewish culture with the threat of modernism until World War II; and Nazi policies in the 1930s regarding music and their repercussion on musical activities in the different ghettos (especially Terezin and Lodz). The last segment of this class deals with the challenge of commemorating the holocaust through music.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 3585 Islam, Music, Muslim Media**

How do Muslim individuals and communities understand and negotiate the relationship between sound and spirituality? How does Islamic philosophy challenge Western definitions of music? How do music and cultural practices reflect and shape diverse Muslim identities and political struggles? To what extent can we speak of an "Islamic world," musical or otherwise? In this course, we investigate Islamic musics and musical practices in the lives and experiences of Muslims throughout the world. We approach our study of Muslim musical practices with the understanding that the social, cultural and political contexts where music is created, disseminated, and consumed inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We engage with a variety of academic, musical and media texts to develop interdisciplinary analyses about Islam, music, sound experience, and Muslim subjectivities. Issues of nationalism and transnationalism, class, race and ethnicity, gender and sexualities, colonialism and postcolonialism, history and memory remain central to our exploration of spirituality and religion in Muslim musical and cultural practices.

Same as L27 Music 3585

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L75 JINE 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors' personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students

of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L75 JINE 3602 Borders, Checkpoints and the Frontiers of Literature**

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are but also who we are. This course reads literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We read all texts in English.

Same as L97 IAS 3602

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L75 JINE 361 City of Peace: Baghdad in Medieval Times (ca. 762-1250)**

The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the eighth century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries and workshops to discuss life in the city. Because Baghdad was the seat of the Abbasid caliphate at the time, we examine its role as the hub of the empire (in politics, administration, economy and literature), and its links to and rivalries with other provincial cities.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 362 Approaches to the Qur'an**

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Same as L23 Re St 366

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH

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**L75 JINE 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical and political context. The specific area of emphasis is determined by the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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**L75 JINE 364 Literature and Ethics**

Same as L16 Comp Lit 364

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L75 JINE 365F The Bible as Literature**

Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary forms and ideas.

Same as L14 E Lit 365F

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Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L75 JINE 366 The Sephardic Experience: 1492 to the Present**

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands and the Americas. The questions we will explore include: In what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L75 JINE 367 Jewish American Literature "Roth and Company"**

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.

Same as L14 E Lit 367

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L75 JINE 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L75 JINE 3681 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15,

2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L75 JINE 370C Islamic Movements: Reform, Revival, Revolt**

As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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**L75 JINE 373 Topics in Near Eastern Cultures**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L75 JINE 3781 Israeli Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3781

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L75 JINE 3782 Before "the Clinic Was Born": Medicine among European Jews from the Middle Ages to Modern Period**

This course offers a survey of European medical history in general and of the Jewish medical world in particular, from the Middle Ages to the threshold of modernity.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 3841 Introduction to Biblical Hebrew**

This course enables students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. Prerequisite: HBRW 214D or instructor's permission.

Same as L74 HBRW 384

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L75 JINE 385 Topics in Jewish and Near Eastern Studies**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 385D Topics in Biblical Hebrew Texts**

Prerequisite: L74 HBRW 384 or permission of the instructor.

Same as L74 HBRW 385D

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L75 JINE 386 Topics in Jewish History**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L75 JINE 387C Topics in Hebrew Literature**

Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.

Same as L74 HBRW 387C

Credit 3 units. A&S: TH Art: HUM

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**L75 JINE 38A8 Women, Men and Gender in Africa: Writing Intensive Seminar**

This seminar explores the ways in which gender relations have been produced, reproduced and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th-century jihads in West Africa to problems of love, sexuality and marriage in contemporary South Africa.

Same as L22 History 38A8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: BA EN: H

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**L75 JINE 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Same as L22 History 38C8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L75 JINE 3900 Topics in Migration and Identity**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations, etc.) more generally. Students work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works and film to study migrations related to the prehistory, policies and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization and mass violence.

Same as L97 IAS 390

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L75 JINE 396 Islamic Philosophy, Mysticism, and Theology**

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines the preceding three disciplines, with a focus on the premodern period. Students will be introduced to major figures within these disciplines, including al-Ghazali, Ibn Sina, Ibn al-'Arabi, Ibn Taymiyya, and Rumi. Moreover, students will also examine how these disciplines have shaped various aspects of social life within premodern Muslim communities. Although the course addresses a range of issues, special attention will be given to the following topics: (1) the relationship between Islamic scripture/law and Islamic philosophy, mysticism and theology; (2) the relationship between Islamic religious teachings and the forms of both "high" and "popular" culture found in premodern Muslim societies; (3) free thought, scientific inquiry, heterodoxy, skepticism and blasphemy in premodern Muslim societies; (4) Muslim institutions and social movements dedicated to promoting philosophy, mysticism and theology; (5) the aesthetic significance of philosophical, mystical, and theological teachings, and the expression of such teachings in Islamic ritual, poetry, literature, music, dance, painting and architecture.

Same as L23 Re St 396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L75 JINE 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Same as L22 History 39SC

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L75 JINE 4001 Capstone Seminar**

The capstone course for Jewish, Islamic and Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Credit 3 units. A&S IQ: HUM EN: H

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**L75 JINE 4010 Fourth-Level Modern Hebrew I**

Introduction to modern Israeli literature and literary analysis for the advanced student of Hebrew. Topics include selected genres, influential writers, and the relationship between literature and society. Conducted in Hebrew. Prerequisite: grade of B- or better in HBRW 321D, or permission of instructor.

Same as L74 HBRW 4010

Credit 3 units. A&S: LA, WI A&S IQ: LCD, WI BU: HUM, IS

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**L75 JINE 401W Seminar in Hebrew Literature (Writing Intensive)**

This course is designated as Writing Intensive.

Same as L74 HBRW 401W

Credit 3 units. A&S: LA, WI A&S IQ: HUM, LCD, LS, WI EN: H

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**L75 JINE 4020 Jerusalem, the Holy City**

An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity and Islam — through a study of archaeology, history, literature, politics and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic and Near Eastern Studies. During winter break, the class goes to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic and Near Eastern Studies. Others may enroll with instructor's permission.

Credit 5 units. A&S: TH, CD, SD EN: H

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**L75 JINE 403 Gender and Sexuality in Judaism**

A critical inquiry into the Jewish sociocultural construction of gender, past and present. Topics include the nature of the Jewish covenantal community and male circumcision as a sign of membership; the matrilineal principle of ancestry; genital emissions and purity; marriage and divorce; and male and female roles, including leadership roles. Documents by and about Jewish women, their daily lives and their sacred lives, are among the materials explored. JINE 208F is recommended.

Credit 3 units. A&S: TH, SD

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**L75 JINE 404 Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa and the Middle East, and students engage in fieldwork or library research projects.

Same as L48 Anthro 4042

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC

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**L75 JINE 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to

Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

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**L75 JINE 4042 Competing Ideologies and Nationalisms in the Arab-Israeli Arena**

We trace the roots of modern ideologies and nationalisms in the Middle East and analyze how they have developed in modern times under the influence of both secular and religious ideas. We examine how international politics have exerted their influence and how Arab and Israeli nationalism have affected one another. Among the topics discussed are Shi'ism, Nasserism, Zionism and fundamentalism.

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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**L75 JINE 405 Diaspora in Jewish and Islamic Experience**

The polarities of diaspora and home — periphery and center, wandering and rest, exile and return — have played important roles in the historical experience and religious culture of both Jews and Muslims. For long stretches of time, Jewish culture has been marked by the historical condition of statelessness combined with a theology of redemptive return. Paradoxically, it was the significant political and military success of Islam in its first millennium that helped to create a far-flung diaspora well removed from its center in Arabia. The institution of pilgrimage to Mecca counterbalanced a sense of distance and remove. More recently, modern nationalisms, war, and postcolonial politics — including the Israeli-Palestinian conflict — have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of the seminar is to offer a comparative, historical perspective on this theme and to encourage students to examine an aspect of the diaspora experience in depth. (Note: This course fulfills the capstone requirement for Jewish, Islamic and Near Eastern Studies. It also qualifies as a history department advanced seminar.)

Credit 4 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 4051 Colloquial Arabic**

The aim of this course is to introduce the students to colloquial Arabic through their knowledge of Modern Standard Arabic (MSA). We will focus on the main differences between colloquial and MSA so that the students can use the colloquial form for practical purposes in everyday life. Prerequisite: Arab 208D or instructor's permission.

Same as L49 Arab 405

Credit 3 units. A&S: LA A&S IQ: LCD BU: IS EN: H

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**L75 JINE 4060 Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia**

Senior Seminar. This seminar provides an opportunity to explore in some depth various facets of the convivencia ("dwelling together"; coexistence) of Muslims, Jews and Christians in medieval Iberia. While we pick up the timeline with the emergence of an Ibero-Islamic society in the eighth century CE, the seminar's historical horizon stretches up to the turn of the 15th to the 16th century, when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about the mid-11th century Muslims dominated most of the Iberian Peninsula. From roughly the mid-11th through 15th centuries, Christians ruled much and eventually all of Spain and Portugal. Through a process termed, from a Christian perspective, as reconquista ("reconquest"), Catholic kingdoms acquired large Muslim enclaves. As borders moved,

Jewish communities found themselves under varying Muslim or Christian dominion, or migrated from one realm to the other. Interactions between the three ethno-religious communities occurred throughout, some characterized by mutual respect and shared creativity and others by rivalry and strife. The course focuses on these religious and cultural contacts, placing them in various historical and geographic contexts. It raises questions concerning the ambiguities of religious change and concerning the interplay of persecution and toleration. Methodologically, the seminar emphasizes the study of primary sources, including documentary, historiographical, literary and poetical texts. In the course of their study, attention is paid to peculiarities of genre and difficulties involved in formulating historical assessments. In this sense, we also aim at developing critical reading skills in relation to secondary literature. Seniors in Jewish, Islamic and Near Eastern Studies are given preference in admission. Advanced students in other fields are asked to contact the instructor prior to enrollment.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L75 JINE 407 Fourth-Level Arabic I

Focused reading and discussion of classical and modern texts centered on selected topics in Arabic literature, poetry and media. Continued development of oral, aural and writing skills. Students' interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Prerequisite: grade of B- or better in Arab 308D or placement by examination.

Same as L49 Arab 407

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS EN: H

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#### L75 JINE 4070 Judaism and Islam in Comparative Perspective

The historical trajectories of Rabbinic Judaism and Islam are intimately intertwined. Moreover, a strong argument can be made that Rabbinic Judaism and Islam bear some obvious affinities with one another. Nevertheless, the two traditions generally continue to be studied in isolation from one another. The goals of this seminar are (1) to foster better understanding of areas of historical contact and intersections between Jewish and Islamic civilizations and (2) to start the work of developing a common framework for the comparative study of the two traditions. We examine examples of sustained and meaningful contact such as Muslim-Jewish symbiosis in early Islam as well as interaction on the level of philosophical and theological discourses between medieval Jews and Muslims. We also attempt to identify instances of affinity between the two traditions through comparative study of their exegetical, messianic, legal and mystical dimensions. Seniors in Jewish, Islamic and Near Eastern Studies are given preference in admission. This is the capstone course in JINES. Advanced students from other departments and programs should contact the instructor prior to enrollment.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L75 JINE 4081 Fourth-Level Arabic II

Readings and discussion in Arabic of selected classical texts. Students' interests will be taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Continued development of colloquial Arabic.

Same as L49 Arab 408

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: HUM, IS EN: H

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#### L75 JINE 409 Beyond Geography: The Meaning of Place in the Near East

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts range from analytical essays to novels, memoirs and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A.B. Yehoshua, Shulamit Hareven and Hanan Al-Shaykh. Requirements include participation, short assignments and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: course work in JINES and senior standing or permission of instructor.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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#### L75 JINE 4100 The Ottoman Empire: 1300-1800

Credit 3 units. A&S: TH

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#### L75 JINE 412 Islamic Theology

This course explores major themes of early Islamic theology as developed by the Mutazilite, Ash'arite, and Maturidi schools. Some attention is paid to defunct theological systems, the traces of which have remained in the heresiographical literature. Most readings are in primary sources in English translation, though the students are also introduced to some secondary literature on various themes. Some comparative theology with reference to the Judeo-Christian tradition are a regular feature of class discussion. Topics include (but are not limited to): debates over the createdness of the Qur'an; predestination and foreknowledge; God's attributes; the nature of language; the nature of the human soul; and creation and afterlife.

Same as L23 Re St 412

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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#### L75 JINE 415 Topics in Judaism

Prerequisite: permission of instructor.

Credit 3 units. A&S: TH

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#### L75 JINE 4154 Postcolonial South Asia: Nations, Cultures, and Identities in Transnational Perspective

Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequities. A further set-back arrived in the guise of Globalization. The countries of Bangladesh, India, Pakistan, Nepal and Sri-Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation-building and the Cold War for those South Asian countries created since the 1940s and traces the manner by which ordinary people have interrogated the multiple levels of state power unleashed upon them since the formal end of European colonialism.

Same as L22 History 4154

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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#### L75 JINE 420 Topics in the Israeli Short Story

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Same as L74 HBRW 420

Credit 3 units. A&S: LA A&S IQ: LCD Art: HUM

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**L75 JINE 4201 Islam, Immigrants and the Future of European Culture**

Coming from Turkey, North and West Africa, Pakistan, and elsewhere, Muslim immigrants in Europe are changing what it means to be a European. In the process, they have brought questions of cultural identity into the international media. Examining literature, the press, and secondary studies, this writing-intensive course studies the ways in which national governments and institutions have chosen to deal with the arrival of large numbers of Muslims as permanent residents. We consider what the various controversies and prejudices surrounding their presence mean for the future of European culture. Such issues as citizenship, assimilation, the right to cultural difference, and the use of cultural and religious symbols are among our major interests. No foreign language background is assumed. Priority is given to IAS majors for this WI course. Same as L97 IAS 420

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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**L75 JINE 4213 Sufism and Islamic Brotherhoods in Africa**

Muslim societies are prevalent in Africa — from the Horn, the North, the East to the West, with smaller conclaves in Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values and practices in Africa. It reconsiders the academic constructions of "African Islam" by exploring education, intellectual life, economics, gender roles, social inequalities and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e., the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clanic rivalries in Sudan). In addition, the course pays attention to hierarchy in particular tariqa. Finally, the course examines how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We explore these issues through readings, current media, lectures and special guest speakers.

Same as L90 AFAS 4213

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 4274 Palestine, Israel and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Same as L22 History 4274

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L75 JINE 4357 The Holocaust in the Sephardic World**

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic

world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry and film.

Same as L97 IAS 4357

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L75 JINE 440 Topics in Rabbinic Texts**

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prerequisites: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L75 JINE 442 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)**

This course is an in-depth study of medieval Arabic historiography from the eighth through the 13th centuries, when the Mongols ran over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we focus on the development of historiographical writing in its sociopolitical context and examine one by one the most major historiographical traditions and philosophies from the eighth through the 13th centuries: prophetic traditions, belles lettres, annals, biographical dictionaries and genealogical literature.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics to be covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and antisemitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Same as L22 History 4442

Credit 3 units. A&S: TH, CD

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**L75 JINE 445 Topics in Islam**

Fall 2017 Topic: History of Political Thought. This course aims to study political thought and practice in Islamic history (circa eighth through 13th centuries) through a close reading of a selection of primary sources in translation (and in their original language if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (legal, theological, political) from the eighth through the 13th century. We hope to engage various theoretical models to analyze the relationship between politics and religion and tease out the role of power in determining sociopolitical relations, distinctions and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Prerequisite: advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L75 JINE 464 Arabic Textual Analysis**

This course introduces the advanced student of Arabic to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Arabic society and culture, reflect the needs and interests of the enrolled students.

Same as L49 Arab 464

Credit 3 units. A&S: TH, LA A&S IQ: HUM, LCD, LS Art: HUM EN: H

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**L75 JINE 4675 Beyond the Harem: Women, Gender, and Revolution in the Modern Middle East**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anti-colonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L75 JINE 471 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH

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**L75 JINE 475 Screening the Holocaust**

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more

general ethical and political dimensions of representing the Holocaust onscreen — its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings Thursdays at 4 p.m.

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L75 JINE 479 Senior Seminar in Religious Studies**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L75 JINE 4790 Advanced Seminar: Empire and Messianism in the Middle East**

Credit 3 units.

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**L75 JINE 485 Topics in Jewish Studies:**

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH EN: H

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**L75 JINE 4851 Topics in American Jewish Studies**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 487 Topics in Jewish and Near Eastern Studies: Readings in Midrash**

The aim of this course is to learn to read Midrash, the literature of classical Rabbinic Biblical interpretation. Addressing the literary, historical and cultural context in which rabbinic Midrash developed, we get to know a variety of Midrashic collections covering a time span from late antiquity to the Islamic Middle Ages. These works were composed according to a complex set of exegetical and literary rules illustrated by the selected readings. Certain Midrashic genres reflect their origins in academic discourses, while others were delivered as public sermons, drawing on parables, legends and folk lore. Among the topics studied are: How did the Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? Is Midrash a commentary or a literary discourse in its own right? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. All texts are read in translation.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L75 JINE 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.  
Same as L22 History 4872

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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**L75 JINE 4901 Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies**

This seminar is an introduction to the methods, research tools, and theoretical assumptions that Islamicists have used to study diverse aspects of Islamic societies and civilizations, past and present. Critical reading and discussion of scholarly works are paired with bibliographical research assignments. Permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 492 Adv. Sem: Europe's "Jewish Question": Emancipation, Antisemitism, & Jewish-Christian Confrontation**

The so-called "Jewish Question" was a product of European modernity. It emerged in conjunction with the formation of modern states, Enlightenment projects for political reform, the decline of religious influence in society, and struggles over Jewish emancipation. In this seminar, students will examine the unusual career of this obsession from the 16th through the 20th century by focusing selectively on a number of illustrative episodes: Christian Hebraism and the Reformation; the Enlightenment assault on religious power; European debates on Jewish emancipation; the emergence of the "Jewish Question" in the 19th century; antisemitism as a modern political phenomenon; the renewed discourse of Jewish "ritual murder" at the turn of the 20th century; Zionism and other forms of Jewish nationalism; and the question of anti-Zionism in the reformulation of the "Jewish Question" during the past half-century.  
Same as L22 History 4942

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L75 JINE 4944 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700**

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th-century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain and Germany), and the hunt for heresy in Goa and the Philippines. This course will read inquisitional manuals (books on how to conduct an inquisition) and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.  
Same as L22 History 4941

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L75 JINE 497 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of instructor and department chair.  
Same as L49 Arab 497  
Credit variable, maximum 5 units. A&S: LA

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**L75 JINE 4970 Empire and Messianism in the Middle East**

Senior Seminar: This course looks at imperial politics in its relations to monotheistic messianic movements and ideologies in the Islamic Mediterranean from the late antiquity to the 16th century. Messianic beliefs offered political hope, rallied opposition against the existing rule, defined and ordered lived reality for imperial subjects, presented a political leitmotiv for rulers, and advocated a just sociopolitical order to be realized in the immediate or indefinite future. Thus, this course attempts to see how politics became messianic by its very ability to promise a better future. Despite the chronological scope of the course, we examine only specific ideas, practices and movements as case studies to study in depth various facets of messianic movements and thought in their geographic and historical context. We use primary sources, which are the main methodological focus of the course, and secondary literature. We aim to develop skills in identifying, reading, analyzing and dealing with primary sources in their variety and critically engaging modern scholarship on the political role of Messianism. Students write a term paper and several reports on preassigned readings, and make regular class presentations. Admission preference is given to graduating seniors in JINELC, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary source language is highly desired but not required.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 4972 Guided Readings in Persian**

Prerequisites: senior standing, and permission of the instructor and the department chair.  
Same as L47 Pers 4972  
Credit variable, maximum 3 units. A&S: LA

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**L75 JINE 4973 Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the department chair.  
Same as L74 HBRW 4973  
Credit variable, maximum 5 units. A&S: LA

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**L75 JINE 498 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of the instructor and the department chair.  
Same as L49 Arab 498  
Credit 3 units. A&S: LA

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**L75 JINE 4982 Guided Readings in Persian II**

Prerequisites: senior standing, and permission of the instructor and the department chair.  
Same as L47 Pers 4982  
Credit variable, maximum 3 units. A&S: LA

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**L75 JINE 4983 Guided Readings in Hebrew**

Prerequisites: senior standing and permission of the instructor and the department chair.

Same as L74 HBRW 4983  
Credit variable, maximum 5 units. A&S: LA

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**L75 JINE 4984 Guided Readings in Aramaic**

Prerequisite: permission of the instructor and the department chair.

Same as L74 HBRW 4984

Credit variable, maximum 6 units. EN: H

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**L75 JINE 4985 Guided Readings in Biblical Hebrew**

Prerequisites: permission of the instructor and the department chair.

Same as L74 HBRW 4985

Credit variable, maximum 6 units. EN: H

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**L75 JINE 4986 Guided Readings in Talmudic Aramaic and Rabbinic Texts**

Prerequisite: instructor's permission.

Credit variable, maximum 6 units. A&S: LA

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**L75 JINE 4987 Guided Readings in Akkadian**

Prerequisite: permission of the instructor and the department chair.

Same as L74 HBRW 4982

Credit variable, maximum 6 units. EN: H

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**L75 JINE 499 Study for Honors in Jewish, Islamic and Near Eastern Studies**

Prerequisites: Senior standing and permission of the chair of the program.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L75 JINE 4991 Study for Honors in Jewish, Islamic, and Near Eastern Studies**

Offered in the spring semester in conjunction with L75 JINE 499.

Prerequisites: senior standing and permission of the chair of Jewish, Islamic and Near Eastern department.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L75 JINE 49CA Advanced Seminar: Religion and the Secular: Critical Perspectives from South Asia**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 49JK Advanced Seminar: Blood and Sacred Bodies: Ritual Murder and Host Desecration Accusations**

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th- and 13th-century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful;

the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Same as L22 History 49JK

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research and write a 25-page paper on a topic of their choice related to the Arab Spring.

Same as L22 History 49NR

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L75 JINE 49SC Advanced Seminar: Incredible India?**

Yoga, the Kamasutra, nonviolence, poverty, royalty, population, asceticism, vegetarianism, anticolonialism, democracy, Hinduism: All these and more signify the idea of India. This course uncovers the history by which "India" has come to occupy a privileged position in the global imaginary. We view the circulation of India as a cultural resource over the centuries and ask what popular assumptions are made about it at a time of heightened globalization; how does the idea of India circulate and through what kinds of pathways; what political role does this seemingly cultural notion of India fulfill? Finally, what is the connection between such an idea of India and the rise of a new, U.S. centered, imperial formation?

Same as L22 History 49SC

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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## Korean

The Department of East Asian Languages and Cultures (EALC) offers a major and a minor in Korean language and culture. As a major in Korean, a student can expect to gain some proficiency in the language and to acquire a foundation in Korean literature, history and culture from earliest times to the present. All students majoring in Korean must complete first- and second-level Korean or its equivalent. They also must complete a prerequisite 200-level Civilization course and two literature/culture courses, as well as additional advanced-level courses (300- or 400-level). In addition, all prime majors must complete the required EALC Capstone Experience.

The department strongly encourages overseas study of Korean language and culture. All majors and minors are expected to maintain at least a B- average in all departmental courses.

**Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll in the first semester of the first year of instruction. Students who test into second-

year Korean and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in courses below their placement level, are ineligible for retroactive credit units. Students who misrepresent their language proficiency so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

**Phone:** 314-935-4448  
**Email:** ealc@wustl.edu  
**Website:** http://ealc.wustl.edu

## Faculty

For a list of affiliated faculty, please visit the Department of East Asian Languages and Cultures faculty (p. 363) page.

## Majors

### The Major in Korean Language and Culture

**Units required:** 24 upper-level (300-level or above) units

**Prerequisites:**

1. First- and second-level Modern Korean or the equivalent
2. Korean 223C Korean Civilization

**Requirements:**

24 advanced (300-level and above) units to include:

1. Korean 352 Literature of Modern and Contemporary Korea
2. Korean 355 Topics in Korean Literature and Culture
3. 400-level Capstone course (prime majors)
  - Korean prime majors may satisfy their capstone requirement in one of two ways, both of which require a presentation at the EALC Senior Symposium in the spring.
    - a) Successful completion of a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 GPA. The thesis is researched and written over two semesters, for a total of 6 units, which are *in addition* to the 24 upper-level units required for the major.
    - b) Successful completion of an approved 400-level seminar course, to be taken in the senior year. (This

course may be *included* among the 24 advanced units for the major.)

### Additional Information

1. With adviser approval, students may include one course in a related area offered outside the department among the 24 advanced units. (For example, a student with focus on Korea/Korean may take one course in Film and Media Studies or Art History that focuses on Korea.) With adviser approval, students may count one course from another area within the department among the 24 advanced units. (For example, a student with focus on Korea/Korean may take one course in either Chinese or Japanese.)
2. Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all required courses for the major. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
3. Courses for the major may not be taken Credit/No Credit.
4. Core courses (Korean 223C, 352, 355) should be taken in residence.
5. No more than 6 units of transfer or study abroad non-language courses may be applied to the major.
6. No more than 3 units of Independent Study may be counted toward the required upper-level 24 units.
7. EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

## Minors

### The Minor in Korean Language and Culture

**Units required:** 18 units

**Requirements:**

- Two semesters of Korean language
- At least 9 units must be 300-level or above
- And the following three courses:

| Code        | Title                                       | Units |
|-------------|---|-------|
| Korean 223C | Korean Civilization                         | 3     |
| Korean 352  | Literature of Modern and Contemporary Korea | 3     |
| Korean 355  | Topics in Korean Literature and Culture     | 3     |

### Additional Information

- Students must earn at least a B- in their language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor

requirements. Students who do not meet this requirement may either repeat the course(s) in question or successfully complete an approved equivalent course or courses (either during the summer or in a study abroad program).

- Korean 437 and Korean 438 can fulfill either the language requirement or an upper-level elective requirement.
- Courses for the minor may not be taken Credit/No Credit.
- Core courses (Korean 223C, 352, 355) should be taken in residence.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.

## Courses

Visit online course listings to view semester offerings for L51 Korean (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L51&crslvl=1:4>).

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### L51 Korean 117D First-Level Modern Korean I

Introduction to the modern spoken and written language of Korea. Acquisition of the fundamentals of grammar, morphology and oral communication skills. Note: students with some previous Korean language background must take the placement examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L51 Korean 118D First-Level Modern Korean II

Emphasis is placed upon the understanding, speaking, reading and writing of Korean. Continuation of the acquisition of the fundamentals of grammar and morphology. Prerequisite: grade of B- or better in Korean 117D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L51 Korean 217 Second-Level Modern Korean I

Second-year course in standard modern Korean. Emphasis is placed upon speaking, reading and writing of modern Korean. Prerequisite: grade of B- or better in Korean 118D or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L51 Korean 218 Second-Level Modern Korean II

Continuation of second-year course in standard modern Korean. Prerequisite: grade of B- or better in Korean 217 or placement by examination.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L51 Korean 223C Korean Civilization

A comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explores aspects of Korea's relationship with its East Asian neighbors. Attention also is paid to contemporary issues, social problems and cultural trends.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L51 Korean 298 Korean Undergraduate Teaching Assistants

In this course undergraduate students with native or near native proficiency in Korean assist in the first-, second-, and third-level

modern Korean language classes by serving as one-on-one session tutors, lab drill and practice session tutors, or discussion leaders under close supervision of the faculty. Students can only enroll in the class with permission from the faculty member. Interested students must contact [mmkim@wustl.edu](mailto:mmkim@wustl.edu) for information.

Credit 1 unit.

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### L51 Korean 299 Independent Study

Prerequisite: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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### L51 Korean 346 Topics in East Asian Religion

This course explores one of the various topics in East Asian Religions. Recent topics include Tantric Buddhism and Death; and Dying and the Afterlife in East Asian Religions.

Same as L23 Re St 346

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:

HUM EN: H

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### L51 Korean 352 Literature of Modern and Contemporary Korea

This undergraduate course surveys the major writers and works of 20th-century Korean literature. During the 20th century, Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. In class discussion, we pay special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, we observe the prominent ideas, themes and genres of Korean literature. This class combines discussion with lecture with students strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L51 Korean 355 Topics in Korean Literature and Culture

A topics course in Korean literature and culture; topics vary by semester.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA EN: H

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### L51 Korean 365 Topics in Modern Korean Literature

A topics course on modern Korean literature.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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### L51 Korean 403 Topics in East Asian Religions

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L51 Korean 417 Third-Level Modern Korean I**

Third-year course in standard modern Korean. Emphasis is placed upon reading and writing of modern Korean. Prerequisite: grade of B- or better in Korean 218 or placement by examination. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L51 Korean 418 Third-Level Modern Korean II**

Continuation of third-year course in standard modern Korean. Emphasis is placed upon reading and writing. Prerequisite: grade of B- or better in Korean 417 or placement by examination. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L51 Korean 4181 Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling. Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L51 Korean 427 Fourth-Level Modern Korean I**

Fourth-year course in standard modern Korean (advanced level). Emphasis is placed on developing proficiency in all four areas of language skills (speaking, listening, reading and writing) beyond the intermediate level. Prerequisite: grade of B- or better in Korean 418 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS EN: H

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**L51 Korean 428 Fourth-Level Modern Korean II**

Continuation of the fourth-year course in standard modern Korean. Emphasis is placed upon the further development of speaking, listening, reading and writing, beyond the intermediate level. Prerequisite: grade of B- or better in Korean 427 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS EN: H

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**L51 Korean 437 Contemporary Korean I: Topics in Korean Literature and Culture**

Advanced- to high advanced-level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. This course to be taken in the fall semester. Prerequisite: grade of B- or better

in Korean 418 or placement by examination with instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS EN: H

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**L51 Korean 438 Contemporary Korean II: Topics in Korean Literature and Culture**

Continuation of Korean 437. Advanced to high advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. This course to be taken in the spring semester. Prerequisite: grade of B- or higher in Korean 437 or placement by examination with instructor's permission.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: IS EN: H

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**L51 Korean 455 Topics in Korean Literature and Culture**

Varied topics in Korean literature and culture. Subject matter varies by semester; consult current semester listings for topic. Credit 3 units. A&S: LA, CD A&S IQ: LCD EN: H

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**L51 Korean 495 Guided Readings in Korean**

This course normally is taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.

Credit 2 units.

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**L51 Korean 497 Guided Readings in Korean**

This course normally is taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.

Credit variable, maximum 3 units. A&S: LA EN: H

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## Latin

The Department of Classics offers course work in the language, history, literature, archaeology and culture of ancient Rome. At the heart of these courses are classes in the Latin language. Students of beginning Latin master the grammar in two semesters and go on immediately, in the third semester, to read authors such as Cicero and Vergil. Students who have studied Latin in high school begin with a placement exam, and many can begin their studies in more advanced courses. Students have the opportunity to study numerous Latin authors, including the great poets Vergil and Ovid, the historians Livy and Tacitus, and the novelists Apuleius and Petronius. More advanced undergraduates often work alongside graduate students in our vigorous graduate program, and they also have the opportunity to do their own research or to assist in faculty members' research projects. It is a remarkable and dynamic environment, one that students find both rewarding and stimulating. Resources on campus supporting the study of Latin include the Wulfling Coin Collection, one of the largest collections of ancient coins owned by an American university.

## Additional Information

**Study Abroad:** Washington University is associated with both the Intercollegiate Center for Classical

Studies (ICCS) in Rome ([http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10117](http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10117)) and the College Year in Athens (CYA) ([http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10112](http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10112)). Students interested in studying in one of these programs should consult Professor Timothy Moore ([tmoore26@wustl.edu](mailto:tmoore26@wustl.edu)), the study abroad adviser for Classics.

**Contact:** Cathy Marler  
**Phone:** 314-935-5123  
**Email:** [classics@wustl.edu](mailto:classics@wustl.edu)  
**Website:** <http://classics.artsci.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Classics faculty (p. 308) page.

## Majors

Students interested in Latin should explore either the major in Classics (p. 309) or the major in Ancient Studies (p. 309) offered through the Department of Classics (p. 308).

## Minors

Students interested in Latin should explore either the minor in Classics (p. 310) or the minor in Ancient Studies (p. 310) offered through the Department of Classics. (p. 308)

## Courses

Visit online course listings to view semester offerings for L10 Latin (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L10&crslvl=1:4>).

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### L10 Latin 101D Beginning Latin I

An introduction to Latin, the language of Ancient Rome and the European Middle Ages and Renaissance, and the most important source of English medical and scientific terms. Beginning with the foundations of Latin grammar, students work toward developing reading knowledge with the goal of reading literary texts. Students who have already begun their study of Latin should consult the chair of the department.  
Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L10 Latin 102D Beginning Latin II

Continuation and completion of the program begun in Latin 101D. Prerequisite: Latin 101D or equivalent or permission of instructor.  
Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L10 Latin 210 Intensive Elementary Latin II

Completion of work begun in Latin 190D followed by readings in original Latin poetry and prose. Successful completion of Latin 210 with a grade of B+ or better allows the student to proceed directly to Latin 318C.  
Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: IS

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### L10 Latin 301 Introduction to Latin Literature I

Review of Latin grammar and syntax and development of reading skills and translation techniques through short readings from original texts in prose and poetry such as Caesar and Ovid. Prerequisites: Latin 102D or Latin 190D, placement by examination, or permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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### L10 Latin 3161 Introduction to Latin Literature II: Elementary Prose and Poetry

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. Prerequisite: Latin 301, placement by examination or permission of the instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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### L10 Latin 3171 Survey of Latin Literature: The Republic

A sampling of the major literary achievements of the last two centuries of the Roman Republic, including prose and verse authors. Readings are typically drawn from Catullus, Lucretius, Caesar, and Cicero. There will be regular, selective grammar review and discussion of translation strategies. Prerequisite: Latin 102D or Latin 190D with a grade of B+ or better, or Latin 301 and Latin 3161, or placement by examination.  
Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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### L10 Latin 3181 Survey of Latin Literature: The Empire

Readings in the verse and prose literature of the Roman Empire, particularly its first two centuries, with targeted grammar review and stylistic analysis. Readings may be drawn from Vergil, Livy, Suetonius, or other appropriate authors. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 301, or Latin 3161, or placement by examination.  
Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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### L10 Latin 350W Writing about Latin Literature

Latin courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.  
Credit 3 units. A&S: TH, WI A&S IQ: HUM, HUM, LCD, WI BU: HUM EN: H

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### L10 Latin 370 Topics in Latin Literature

Study in selected problems, eras or generic sequences; specific topic for each semester in Course Listings. May be repeated for credit for study of different topics. Prerequisites: Latin 318C or permission of instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM

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### L10 Latin 400 Independent Study

Credit 3 units. A&S IQ: HUM

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### L10 Latin 401 Medieval Latin

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 413 Latin Philosophical Writers**

Readings among various writers of philosophy in Latin, ranging from Cicero to Seneca to Augustine. Texts vary; therefore, course may be taken more than once.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 415 Cicero**

Credit 3 units. A&S: TH, LA A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

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**L10 Latin 416 Seneca**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L10 Latin 4161 Seneca: Philosopher and Friend**

Seneca the Younger was a philosopher, politician, playwright and propagandist; he rose from the province of Spain to become tutor and adviser to Nero, only to fall from favor and commit suicide at the emperor's command. We will study Seneca's life and works, focusing on the *Epistulae Morales* and select philosophical treatises. We will pay special attention to issues of language and style, cultural and historical context, and ideological and philosophical content. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S: TH, LA, CD A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

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**L10 Latin 419 Julius Caesar and His Image**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L10 Latin 421 Roman Comedy**

Credit 3 units.

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**L10 Latin 4215 Plautus**

Readings from the comedies of Plautus. Discussion of play production in Republican Rome, reception and interpretation. The advanced-level Latin reading load is supplemented by secondary readings, quizzes and short reports. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

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**L10 Latin 422 Lucretius**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM

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**L10 Latin 431 Vergil: The Aeneid**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L10 Latin 432 Horace on Poetry**

This course examines Roman poetry that illuminates ancient and still-influential ideas about the functions of literature. Horace's monumental "Ars Poetica" and his other literary-critical works will be the major texts. These works convey the complexity of contemporary debates about literature's role in society and history and about the merits of various genres (epic, tragedy, comedy, satire, epigram). Readings in secondary sources will

help to fill out the picture of Horace's career and of the climate of literary production in early Imperial Rome.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L10 Latin 433 Ovid**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L10 Latin 441 Roman Satire**

This course focuses on the genre of hexameter satire represented by the Roman poets Lucilius, Horace, Persius, and Juvenal (second century BCE through second century CE). The Roman professor Quintilian called satire "entirely Roman" (*tota nostra*), and our readings will allow us to explore the meaning of this claim for satire's authors and readers. We will read a large sampling of satiric verse in the original Latin, practice reading the dactylic hexameter, and observe and discuss differences between the poets' styles and themes. We'll also read and discuss scholarship on the genre's formal characteristics and influences, its origins in Republican literary culture, and its development in the Imperial period.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L10 Latin 444 Latin Prose Composition**

Readings in select authors coupled with Latin composition, primarily in prose but occasionally in verse, with attention to grammatical and idiomatic accuracy as well as elegance of style. Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM

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**L10 Latin 451 The Roman Historians**

Credit 3 units. A&S: TH A&S IQ: HUM

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**L10 Latin 465 Silver Latin Epic: Lucan**

Lucan's epic poem about the civil war between Caesar and Pompey, written under Nero, investigates themes of individuality, citizenship, morality, and historical inevitability in Roman history. We will read selections from the poem, focusing on Lucan's literary models and poetic style; his treatment of the past and of historical figures like Caesar, Pompey and Cato; and Lucan's place in the political, philosophical and literary world of Neronian Rome. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.

Credit 3 units. A&S: TH, LA, CD A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

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**L10 Latin 471 Elegiac Poetry**

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L10 Latin 493 Readings in Latin Prose: Apuleius**

A survey of the major genres of Latin prose, history, oratory and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding. Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 494W Topics in Latin Literature**

Advanced Latin seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor. Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, LS, WI EN: H

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**L10 Latin 495 Topics in Republican Latin**

May be repeated for credit for study of different topics.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 496 Tacitus**

Tacitus, the great historian and orator of the late first and early second centuries CE, is one of our best sources for the early history of the Roman Empire. With his concise style and scathing political insight, Tacitus' writings influenced later authors from Ammianus Marcellinus to Macchiavelli. We will read selections from Tacitus' historical works, paying particular attention to: prose style; genre, rhetoric and historiography; and Tacitus' critique of the Principate. Prerequisites: Latin 3171 and Latin 3181 (or equivalent) and sophomore standing or above.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 4961 Topics in Empire Latin**

May be repeated for credit for study of different topics.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS Art: HUM

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**L10 Latin 4962 Juvenal and Martial**

This course examines satiric representations of life in the city of Rome in the *Epigrams* of Martial and *Satires* of Juvenal. The two poets, who were near-contemporaries and acquaintances, have had a massive impact on modern perceptions of imperial Rome in the ages of Domitian, Nerva, Trajan, and Hadrian (80s-120s CE). The Rome they represent is both a real place and a poetic world full of dramas and fictions. From our readings from Martial, Juvenal, and sources on their work and times, we will gain an understanding of their literary agendas and of the realities of Roman life that their poems represent and distort. Topics will include the poetic career, the public spaces of Rome, *amicitia* and its rituals, private life, sexual behavior, and family affairs.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L10 Latin 4963 Martial**

Martial, the prolific first-century Latin poet, left behind 15 books of poetry. Martial's epigrams can be witty, sincere, caustic, and often quite sexually explicit. In this course, we will read a selection of Martial's epigrams in Latin, and we will discuss various themes related to Martial's work, such as gender and sexuality, ancient conceptions of authorship and publishing, flattery, invective, and the many personae Martial adopts. We will also pay close attention to Martial's language and style, and we will discuss where Martial fits into the wider social and historical context.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L10 Latin 497 Honors Course I**

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics.  
Prerequisite: overall GPA of 3.65.  
Credit 3 units. A&S IQ: HUM

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**L10 Latin 498 Honors Course II**

Students interested in pursuing honors should consult the director of undergraduate studies in the Department of Classics.  
Prerequisite: overall GPA of 3.65.  
Credit 3 units. A&S IQ: HUM

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## Latin American Studies

Latin American Studies is a gateway to the region and its cultures, politics and history. The major in Latin American Studies (LAS) can be studied on its own, providing knowledge about a region valuable for employers across different fields and industries. Focusing on Latin America allows students to engage with one of the most fascinating historical trajectories in the world, to explore diverse cultures where the traditional and the modern are always negotiating, and to participate in vibrant business, intellectual and political scenes. Latin America is a region at the forefront of policy reform, embedded in the complex networks of global economics, development, social engagement and cultural expression. Because of the region's importance, the LAS major provides key skills for today's jobs.

A major or minor in Latin American Studies is also an excellent complement to any other major program. Latin America is the location of major U.S. trade partners, and Latin American immigrants constitute the largest segment of market growth in the U.S., including in the major economic markets of Boston, California, New York, Chicago, Texas and Florida. This makes the LAS major a great companion to a business degree. In this world, business majors and MBA graduates with a Latin American Studies background have a comparative advantage in the world market, as large corporations seek executives with a better understanding of the region's complex social, cultural and economic issues.

Pre-medical students and public health majors will find value in the fact that the growing Latino population and the diverse Latin American peoples are two major fields in the health care field. Majors in international and area studies (IAS), political science, economics and other social sciences can complete their studies by becoming experts in one of the most economically and politically complex regions in the world, a true policy laboratory. Scientists of all disciplines work in the region's spectacular biodiversity. LAS students can attend study abroad programs across the region, earn credit, and explore any field of study.

Latin America offers an increasing number of study abroad and fellowship opportunities. At Washington University, we have in place in-house programs in Chile, Mexico and Ecuador, with other countries forthcoming. Some of our students apply to other programs and fellowships with environmental, political and social organizations in the region. NGOs and institutions such as Fullbright, Comexus, the Ford foundation, Human Rights Watch and Greenpeace have a strong presence in Latin America, and students with a Latin American background have a wide array of fellowship and internship opportunities available to them.

Given these and more reasons, Washington University students are everyday more encouraged to look into Latin American Studies. In the job market, in the academic field and in the world at large, Latin America is the way to go! Latin American Studies alumni have gone on to work in the coffee industry, at the Center for International Policy and other nonprofit think tanks, or

have pursued graduate degrees in such fields as international relations and public policy.

**Contact:** Professor Ignacio Sánchez Prado  
**Phone:** 314-935-5175  
**Email:** isanchez@wustl.edu  
**Website:** <http://lasprogram.wustl.edu>

## Faculty

### Core Faculty

**Mabel Moraña** (<http://rll.wustl.edu/people/morana>)  
William H. Gass Professor in Arts & Sciences  
PhD, University of Minnesota  
(Romance Languages and Literatures)

**Ignacio Sánchez Prado** (<http://rll.wustl.edu/people/sanchez-prado>)  
Professor  
PhD, University of Pittsburgh  
(Romance Languages and Literatures)

### Faculty Specialized in Latin America

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## Professors Emeriti

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PhD, Stanford University  
(History)

## Majors

### The Major in Latin American Studies

The major in Latin American Studies allows undergraduate students to pursue an in-depth study of Latin America across diverse disciplines, theoretical approaches and historical periods. Through regular courses, seminars and additional activities such as film series, programs abroad, lectures, and the like, students will explore the processes that resulted in the integration of the so-called New World and Western civilizations, from the discovery of America to the present. An essential aspect of this major is the focus on economic, social, and political dynamics corresponding to intercultural relations developed between indigenous cultures, Creole societies, European and North American nations.

This aspect of the major stresses the study of social change, migration, social movements, multiculturalism, inequality, violence and social justice, and combines regional analysis with critical interdisciplinary approaches. The program of study combines the analysis of urban environments, issues of education, gender, language, ethnicity, modernization and

border studies. It emphasizes transatlantic approaches as well as the study of topics related to autochthonous cultures in their conflictive interaction with Western traditions, systems of domination, values, and economic/political projects.

Focusing on Latin America allows students to engage with a fascinating historical trajectory that promotes a multifaceted reflection on colonialism, diversity issues, economic development, and international relations. The major has been designed to provide students with a historical background that will be instrumental both in itself, as an exciting field of specialization, and in combination with their pursuit of other fields of inquiry such as international relations, business, globalization, and the like. Latin America is a region embedded in the complex networks of global economics, development, social engagement, and cultural innovation.

The Latin American Studies major offers a sound, updated, and competitive approach to the study of the region both in its specificity and in its connections to the world, through the study of Latin America's processes of internationalization and its changing position in global scenarios. This major has also been designed to further contribute to the university mission of improving engagement with race, ethnicity and diversity.

## Credit Requirements

The major in Latin American Studies requires students to complete 30 credits. At least 24 units must be at the 300 level or higher and at least 9 units must be at the 400 level. All credits must be exclusive to the major and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. Credits must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered yearly. LatAm 165C can also fulfill this requirement.
- 3 units for the successful completion of an elective introductory class at the 100, 200 or 300 levels. Classes that fulfill this requirement must meet the approval of the director of undergraduate studies (DUS). This requirement may also be fulfilled with an approved course abroad or with a 300-level elective approved by the DUS.
- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the International and Area Studies (IAS) program, or study abroad. Courses must be cross-listed with LatAm (L45) or approved by the DUS. Existing examples of courses include but are not limited to:
  - **Political Science:** LatAm 326B Latin American Politics (offered yearly); LatAm 4231 Contemporary Issues in Latin America (every two years).
  - **History:** LatAm 321C Introduction to Colonial Latin America (yearly); LatAm 322C Modern Latin America

(yearly); LatAm 3220 Modern Mexico (every 2 to 3 years).

- **IAS:** LatAm 356 Andean History: Culture and Politics (yearly); LatAm 4201 International Relations of Latin America (yearly); LatAm 4661 Populism and Neopopulism in Latin America (yearly); LatAm 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges (yearly).
- 3 units in literary or cultural studies at the 300 level or higher. These may include courses offered by the departments of Romance Languages and Literatures; Art History and Archaeology; LASP home-based courses; and study abroad. Courses include but are not limited to: LatAm 343 Latin American Literatures and Cultures (every semester); LatAm 331 Hispanic Art/Arte Hispano (yearly); LatAm 3800 Survey of Hispanic Cultures; LatAm 4500 Seminar on Hispanic Cultures; LatAm 381 Mexican Visual Culture; and LatAm 3824 Film and Revolution in Latin America.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the anthropology department or study abroad. These include: LatAm 3351 The Ancient Maya: Archaeology and History (yearly); LatAm 3092 Indigenous Peoples and Movements in Latin America (yearly), LatAm 3093 Anthropology of Modern Latin America; and Anthro 3093 Anthropology of Modern Latin America.
- 9 units of elective credit at the 300 level or higher. At least 3 of these units must be fulfilled at the 400 level. 3 units of elective credit may be fulfilled through an honors thesis (LatAm 486) or a Latin American Studies Special Project (LatAm 425).
- 6 units of a Latin American Seminar. Seminar courses are 400-level classes designed as such, taught by core LASP faculty on theoretical issues related to the region. These include Latin American Cultural Studies (LatAm 461); LatAm 457 Gender and Modernity in Latin America; LatAm 463 Seminar on Urban Cultures in Latin America; LatAm 464 Nation and Desire in Latin America; and LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America.

**Capstone.** Prime majors in Latin American Studies must fulfill their capstone requirement by writing an honors thesis (if the student meets the College of Arts & Sciences requirements to do so), writing a Latin American research paper (LatAm 425) or completing the two LAS seminar classes with a grade of B+ or better.

**Language requirement.** LASP requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by:

- Successful completion of Spanish Level 4: Grammar and Composition (Span 307D) with a grade of B- or higher.

- Placing in Spanish Advanced Reading and Writing (Span 308E) through the Spanish program's placement test as a freshman.
- Native or heritage speaker status, as determined by the director of undergraduate studies in LASP or in Spanish.
- Successful completion of a program abroad, conducted in Spanish, with a minimum of 3 credit units in the target language.

The Portuguese requirement may be fulfilled by:

- Successful completion of Reading and Conversation II: Intermediate Portuguese (Portug 220) with a grade of B- or higher.
- Native or heritage speaker status, as determined by the director of undergraduate studies, in LASP or in Spanish.
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language.

## Study Abroad

All majors in Latin American Studies must complete at least a study abroad experience in Latin America. This requirement may be fulfilled by any Focus (p. 457) program in the region, or by completion of a summer or semester program in the region approved by the Office of Overseas Programs.

Students who attend study abroad programs may request credit for appropriate courses at the 300 level, approved by the director of undergraduate studies. A maximum of 9 credits for one semester or equivalent of study abroad, or 12 credits for more than one semester, is allowed. LatAm 165D and 400-level credit must be completed in residence at Washington University.

Students unable to attend a study abroad program may complete an additional 3 units of 300-level elective credit instead.

For previous Latin American Studies major requirements, please visit our website (<https://lasprogram.wustl.edu/old-major-requirements>).

## Minors

### The Minor in Latin American Studies

The minor in Latin American Studies allows undergraduate students pursuing other major programs to complement their existing curriculum with a study of Latin America across diverse disciplines, and the way in which the region engages with the Western World, to which it belongs, at large. The minor in Latin American Studies is conceived as an option for students across a variety of disciplines in the social sciences, the humanities, the sciences, the pre-med program, business and engineering to add knowledge about Latin America to their professional portfolio. The vast relations that the United States has with Latin America in all fields make the minor in Latin American Studies

the source of valuable skills for our existing population. It also allows students in other major programs to access discussions on socioeconomic and ethnic diversity in one of the regions central to those debates in the world.

## Credit Requirements

The minor in Latin American Studies requires students to complete 18 credits. At least 15 units must be at the 300 level or higher and at least 3 units must be at the 400 level. All credits must be exclusive to the minor and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. The requirements for the minor mirror some requirements for the major as specified above. Credits must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict. LatAm 165C can also fulfill this requirement.
- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the International and Area Studies program, or study abroad.
- 3 units in literary or cultural studies at the 300 level or higher. These may include courses offered by the departments of Romance Languages and Literatures; Art History and Archaeology; LASP home-based courses; and study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the anthropology department or study abroad.
- 3 units of elective credit at the 300 level or higher.
- 3 units of a Latin American Seminar. Seminar courses are 400-level classes designed as such, taught by core LASP faculty on theoretical issues related to the region.

**Language requirement.** LASP requires all minors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by:

- Successful completion of Span 202 Intermediate Spanish II with a grade of B- or higher.
- Placing in Span 307D Spanish Level 4: Grammar and Composition through the Spanish program's placement test as a freshman.
- Native or heritage speaker status, as determined by the director of undergraduate studies in LASP or in Spanish.
- Successful completion of a program abroad, conducted in Spanish, with a minimum of 3 credit units in the target language.

The Portuguese requirement may be fulfilled by:

- Successful completion of Portug 215 Reading and Conversation I with a grade of B- or higher.
- Native or heritage speaker status, as determined by the director of undergraduate studies in LASP or in Spanish.

- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language.

## Study Abroad

All minors in LASP are strongly encouraged, but not required, to pursue a study abroad program in the region. Students who attend study abroad programs may request credit for appropriate courses at the 300 level, approved by the director of undergraduate studies. A maximum of 6 credits is allowed. LatAm 165D and the Seminar requirement must be completed in residence at Washington University.

For previous Latin American Studies minor requirements, please visit our website (<https://lasprogram.wustl.edu/old-minor-requirements>).

## Courses

Visit online course listings to view semester offerings for L45 LatAm (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L45&crslvl=1:4>).

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### L45 LatAm 165D Latin America: Nation, Ethnicity and Social Conflict

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and subregions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prerequisites: none.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L45 LatAm 305 Survey of Mexican Cultures

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. Prerequisites: none.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L45 LatAm 3092 Indigenous Peoples and Movements in Latin America**

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

**L45 LatAm 3093 Anthropology of Modern Latin America**

A survey of current issues in the anthropological study of culture, politics and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention is given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

**L45 LatAm 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes**

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas — the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Same as L48 Anthro 3095

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

**L45 LatAm 310C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico, through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: SSC BU: HUM

**L45 LatAm 321C Introduction to Colonial Latin America**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400–1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, firsthand accounts, and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes and, to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: HUM

**L45 LatAm 3220 Modern Mexico**

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

**L45 LatAm 322C Modern Latin America**

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; U.S. intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

**L45 LatAm 326B Latin American Politics**

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with

the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.

Same as L32 Pol Sci 326B

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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#### L45 LatAm 331 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Postcolonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of *Guernica* by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students visit the St. Louis and the Kemper Art Museums. Prerequisite: Span 308E. May be used for elective credit in the Spanish major or minor. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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#### L45 LatAm 3351 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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#### L45 LatAm 3352 Spanish-American Literature of the Long 19th Century

This survey examines the changing roles of literature and its creators during the period that saw the end of the powerful Spanish empire and the emergence of the political framework of independent nations we are familiar with today. Students are introduced to prominent themes such as independence writing, the experience of race in literature, romanticism, civilization vs. barbarism, the appeal of literature to popular classes, modernismo, the place of literature in nation building and in shaping national identity, and the idea of the past as present. Prerequisite: Span 307D or permission of instructor; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Same as L38 Span 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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#### L45 LatAm 3354 Ancient Mesoamerica

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including

Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

Same as L48 Anthro 3354

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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#### L45 LatAm 335C Spanish-American Literature I

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal Díaz, Las Casas, Inca Garcilaso de la Vega and Aztec reactions to the Conquest in the early period and on Sor Juana in colonial times. After the period of independence from Spain (1810–24), the focus is on the literary representation of the making of the new nations, and cultural autonomy. Readings include chapters of a picaresque novel, the representation of dictatorship, civilization vs. barbarism, the gaucho epic, and 19th-century fiction. Lectures and class discussions of the readings; exams, papers, and short reports. Prerequisites: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Same as L38 Span 335C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM BU: IS

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#### L45 LatAm 336C Spanish-American Literature II

A survey of major Latin American literary works focusing on canonical works of the 20th and 21st centuries in their cultural and historical contexts. The course includes discussions of major literary movements such as the avant-garde, the Boom, and the post-Boom. Other topics may include the literary and cultural responses to revolution, dictatorship and the evolving definitions of Latin America. Authors may include Quiroga, Neruda, Guillén, Vallejo, Borges, Cortázar, Rulfo, Carpentier, García Márquez, Poniatowska, Fuentes, Ferré and others. Prerequisites: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended.

Same as L38 Span 336C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM BU: IS

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#### L45 LatAm 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prerequisites: Spanish 308E or concurrent enrollment in 308E. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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**L45 LatAm 356 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru — Spain's core South American colony, and the central Andean republics of Ecuador, Peru and Bolivia. Taking a chronological and thematic approach, this course examines pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neo-liberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional and national power relations.

Same as L97 IAS 356

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: IS EN: S

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**L45 LatAm 364 Anarchism: History, Theory, and Praxis**

This course analyzes the origins, historical trajectories, and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies, and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism, and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention will be given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Same as L97 IAS 364

Credit 3 units. A&S: SS A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L45 LatAm 382 Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries**

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L45 LatAm 3824 Film and Revolution in Latin America**

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions constitutes a unit of study, and students are expected to work with historical texts, films and works of film theory and criticism for each one of them. The course engages in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students develop a research project comparing two revolutionary processes over the semester. Prerequisite: L97 IAS 165C (Survey of Latin American Cultures) for LAS majors. Otherwise none.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI EN: H

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**L45 LatAm 3951 Blacks, Latinos and Afro-Latinos:**

**Constructing Difference and Identity: WI History Seminar**

Dominant discourses on Black-Latino relations focus on job competition, while a few others celebrate the future of an America led by "people of color." What is at stake in these narratives? How did we come to understand what is "black" and "Latino?" Students taking this course examine the history of African Americans' and Latinos' racialization under British, Spanish, and American empires, paying attention to both the construction of the racial "Other" by European elites, the reclaiming of identities by the racially marginalized through the Black and Brown liberation movements of the 1960s and 1970s, and the movements' impacts on black-Latino electoral and grassroots coalitions, mass incarceration of youth, and Afro-diasporic productions of hip-hop.

Same as L22 History 39SL

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI BU: BA EN: H

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**L45 LatAm 410 Major Seminar**

An undergraduate seminar. Topics vary. Prerequisites: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish. In Spanish.

Same as L38 Span 410

Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L45 LatAm 4107 Latin America and the Rise of the Global South**

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India, and we reflect on the changing role, meaning and relationships of the United States in the region.

Same as L48 Anthro 4102

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L45 LatAm 416 Latin American Theater**

Survey of dramatic and theatrical currents from the late 19th century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement and the effects of consumerism in representative plays from the Rio de la Plata, Chile, Colombia and Mexico. The course studies manifestations of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the '60s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in

Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 426

Credit 3 units. A&S: TH, SD

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**L45 LatAm 4201 International Relations of Latin America**

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Same as L97 IAS 4201

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L45 LatAm 4231 Contemporary Issues in Latin America**

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L45 LatAm 4240 Latin American Literature and Theory:  
Reading the State, Culture and Desire**

In this course, we pair literary and theoretical texts in order to hone a way of reading in which theory and literature are mutually informative, provocative and inspiring. The idea of these loose groupings is not to prescribe a particular relationship between given literary and theoretical texts but rather is a way to begin negotiating the necessarily multiple relationships of theory and literature. These pairings come to seem more artificial over the course of the semester as we trace a network of relations that begins to look more and more like the Borgesian map that covered up the entire territory it described. The object of the course is, thus, not to define or prioritize a particular set

of relations but rather to practice a way of reading literature theoretically and theory literarily, by which the strengths of both are allowed to come to the forefront in their complexity. Thematically, the course has several nuclei: the triangulation of State, culture and art (Piglia/Foucault, Burman/Agamben); a psychoanalytic approach to art as desire (Lispector/Lacan/Cixous); and finally, a third nucleus about which the first two commingle completely: "post-State," proliferating desire, libidinal economies wherein the State is anachronism and failure (Arlt/Deleuze; Sorin/Virilio/Sitrin, Sassen; Bolaño/Zizek). Readings may include: Piglia, Foucault, Agamben, Arlt, Deleuze, Virilio, Sassen, Borges, Benjamin, Bolaño, Zizek, Lispector, Lacan, Cixous, as well as the films *Garage Olimpo* and *Historias mínimas*. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 424

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 425 Latin American Studies Capstone Project**

For LAS majors who are completing a research project as their capstone.

Credit 3 units.

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**L45 LatAm 4263 The Erotics of Violence in Latin America**

The course is based on a combined analysis of theories on violence, nation and urban spaces, and the study of literary texts pertaining to the Latin American post-Boom. Some of the authors to be studied are Ricardo Piglia, Fernando Vallejo, Joge Franco, Roberto Bolaño, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martín Kohan, Guillermo Arriaga, Daniel Alarcón, Paulo Lins, etc. The course is conducted in Spanish and focuses on the interconnections between sexuality, violence and political issues, and on the discursive strategies used for the representation of collective subjectivities and social conflict in Latin American societies.

Same as L38 Span 4261

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 4282 Voice Into Print: The Art of Storytelling in Spanish-American Short Story**

The short story has been a central part of the extraordinary originality and vitality of Spanish American writing, and it enjoys great popularity among scholars and general public alike. Integrating a wide range of complementary sources (critical essays, paintings, film), this course brings together the best examples of the genre that span over a hundred years of the history of Spanish American literature and exemplifies a variety of themes and forms: from the fantastic to the "magical-realist," from crime fiction to romance, from rural to urban. Special emphasis is placed on the topics of gender, ethnicity, religious syncretism, political resistance, and popular culture. Students familiar with the "canonical" works of Quiroga, Borges, Rulfo, Fuentes, Cortázar, García Márquez or Valenzuela discover many more vibrant voices representing a variety of national literatures: Sommers and Roa Bastos (Paraguay), Ponte, Bobes and Padura (Cuba), Vega and Ferré (Puerto Rico), Onetti and Peri Rossi (Uruguay). Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites for undergraduate students: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Same as L38 Span 4282

Credit 3 units. A&S: TH, CD Art: HUM

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#### L45 LatAm 430 Latin American Essay

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz, Sabato, H.A. Murena. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Same as L38 Span 430  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L45 LatAm 4301 Print and Power in 19th-century Latin America

Open to advanced undergraduate and graduate students, this seminar covers one of the most fascinating periods in Latin America history and cultural production, spanning from the eve of the wars for independence to eve of the Mexican Revolution (1800–1910). Several reasons make this period and the connections between print media or print culture and power worthwhile. This long century was the most war-torn in the region's history. Not only did writers engage issues of war on what was almost a daily basis, but war generated a wealth of new modes of literature. Debates on the slave trade and abolition also occurred during the 1800s, and largely in writing. And while places such as Lima, Peru and Mexico City were established printing centers during the Iberian occupation of the Americas, true printing revolutions were not widespread until during and after the wars for independence. One of the results to emerge during the first third of the century was that writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. And by the end of the century, educators and state bureaucrats teamed up to push for public primary education and literacy as components of progressive, "civilized" nations. Add to this the visual technologies and an overall surge in new forms of symbolic communication through print, and it is easy to see why this period offers such a rich backdrop for observing how print and power fit into the landscape we now know as Latin America. We pay special attention to themes including writing as a legitimizing force, writing and nation building, and the intersection of print with war, race, identity formation, modernity and ideologies. Readings include archival materials, wartime and popular poetry, novels by authors such as Jorge Isaacs and Ignacio Altamirano, writings by Simon Bolivar and Domingo Sarmiento, and modernista poetry and prose. Historical and theoretical selections guide our analysis of primary sources. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.  
Same as L38 Span 4301

Same as L38 Span 4301

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L45 LatAm 432 Latin American Poetry II

Survey of contemporary Latin American poetry, "postmodernismo" to the present. Poets studied include González Martínez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 432

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L45 LatAm 443 The Inconvenient Indio: Imagining Indigenous Cultures in Peru and Bolivia

In the cultural history of the Andean nations, the Indio has always been a powerful yet perpetually unstable signifier, whose meaning is constantly redefined by non-Indians. An archaic residue for some, the bedrock of a new society for others, the Indio conjures contradictory imaginaries of articulation, combination, disjunction and metamorphosis that have shaped a wide range of debates: from assimilation and mestizaje in the context of nation-building and modernity, to the politicizing of ethnic identities in the context of immigration and globalization. Focusing on Peru and Bolivia, this course examines these cultural imaginaries and the debates in which they appear, as well as the models of community and identity they suggest. In doing so, we discuss topics such as the discourse of illness, indigenismo, transculturation, heterogeneity, violence and memory. Materials analyzed include poetry by César Vallejo and Carlos Oquendo de Amat; essays by José Carlos Mariátegui and Ángel Rama; José María Arguedas's novel *Los ríos profundos*; Jorge Sanjinés's film *El Coraje del pueblo*; and theatrical performances by Grupo Yuyachkani. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Same as L38 Span 443

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L45 LatAm 4517 Anthropology and Development

What is "development"? Economic progress for all? A slow and gradual "improvement" in the human condition? Helping people with "projects"? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists — as writers, analysts and theorists — have engaged the theories, meanings, practices and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S: SS, WI A&S IQ: LCD, SSC, WI Arch: SSC

Art: SSC BU: ETH EN: S

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#### L45 LatAm 4533 Narratives of Fear: Violence in Latin American Literature

This course analyzes different representations of violence in Latin American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves and assassins become the counter-discourse of the views of progress sustained by the hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation.

Same as L38 Span 4533

Credit 3 units. A&S: TH Art: HUM

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**L45 LatAm 457 Gender and Modernity in Latin America**

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics and gender issues interweave during the 20th century. The course discusses three particular articulations of this topic: (1) Gender and the national question in Argentina: Eva Peron; (2) Gender and Visual Arts: Frida Kahlo; and (3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students are introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures is studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course utilizes literary texts (speeches, letters, diaries, etc.), visual materials (photography, films and paintings) and critical bibliography.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 4572 Primitivism and Modernity in Latin America**

Credit 3 units. EN: H

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**L45 LatAm 460 Postmodern Narratives in Latin America**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 461 Latin American Cultural Studies: Critical and Theoretical Approaches**

The goal of the course is to provide students with critical and theoretical tools that could be used for the analysis of Latin American cultural history from a transdisciplinary perspective, from colonial times to the present. Some of the concepts to be discussed in class are: colonialism and coloniality, national culture, dependency theory, cultural antropofagia, lettered city, miscegenation, heterogeneity, hybridity, transculturation, peripheral modernity, media and mediation, postmodernity, postcoloniality, and collective memory.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 4611 Latin American Populism and Neo-populism**

A salient feature of Latin America in the 20th and early 21st centuries has been the recurrence of populism. Mass-based political and social movements animated by nationalist and reformist impulses dominated Latin American politics in the 1920s, 1930s–60s, and 1980s to the present. This course provides a general historical and theoretically informed analysis of the origins, internal dynamics, and outcomes of classical populist and neo-populist governments and parties. Among the notable populist and neo-populist cases examined include: Peronism in Argentina, Velasquismo in Ecuador, Cardenismo in Mexico, APRA in Peru, Vargasismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchner in Argentina, and Hugo Chávez in Venezuela. Issues pertaining to leader-follower relations, populist discourses, citizenship rights, populist gender and racial policies, labor and social reforms, and mass mobilization politics also are explored.

Same as L97 IAS 4611

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L45 LatAm 462 Latin America and the West**

From the perspective of postcolonial theory, the course covers different aspects related to Latin America's cultural history, from the Discovery to the present. Some of the issues discussed in class are: the colonial encounter; Baroque culture and the emergence of Creole societies in the "New World," the connections between Enlightenment and nationalism, as well as the interweaving of "coloniality" and modernity. Prerequisite: Survey of Latin American Culture or an advanced-level course on Latin America.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 4622 Labor and Labor Movements in Global History**

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention is given to Latin American workers and labor movements. In particular, it examines the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Same as L97 IAS 4622

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC EN: S

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**L45 LatAm 463 Seminar on Urban Cultures in Latin America**

The course focuses on the key role urban development and urban cultures have had in Latin America, with particular emphasis on contemporary times. The goal of the course is to discuss the connections between the formation and expansion of cities, the definitions of citizenship, and the role of modernity in the development of "high" and "popular" cultures within different historical and geocultural contexts. Particular attention is paid to the issues of race, class and gender. The course, which uses an interdisciplinary and comparative approach, also focuses on the phenomena of marginality, cultural resistance, nationalism and consumerism as well as on the role played by the media in contemporary Latin American societies. Some of the cultural expressions analyzed in the course are music (rock, pop, rap), sports, film and video. Prerequisite: IAS 165C Survey of Latin American Culture.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 4633 20th-Century Latin American Revolutions**

Latin America was arguably one of the most "revolutionary" regions of the world in the 20th century. It registered four "great revolutions": Mexico 1910, Bolivia 1952, Cuba 1959, and Nicaragua 1979. These social revolutions entailed a substantial, violent, and voluntarist struggle for political power and the overthrow of the established political, economic, social and cultural orders. In the wake of these successful revolutions, new revolutionary institutions of governance were founded, radical structural changes were implemented, and a new revolutionary ethos was adopted. With the exception perhaps of the Bolivian

Revolution, these revolutions had a profound impact on Latin American and world politics. The primary aim of this course is to analyze and compare the causes, processes and outcomes of the Mexican, Cuban and Nicaraguan revolutions.

Same as L97 IAS 4633

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

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**L45 LatAm 464 Nation and Desire in Latin America**

The purpose of this course is to analyze the process of nation formation in Latin America from the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion encompasses the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar's letters and discourses, selections from *Facundo, Civilization and Barbarism* by Domingo F. Sarmiento; selected texts by Andres Bello, Alfonso Reyes, et al; *Ariel*, by J.E. Rodo; Pedro Henriquez Urena's *Seis ensayos en busca de nuestra expresion*; Jose Vasconcelos' *La raza cosmica*; José Carlos Mariategui's *Siete ensayos de interpretacion de la realidad peruana*; and José Martí's "Nuestra América" and other essays. Some of the main topics discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that are explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) is studied as a political/rhetorical device and as the resulting expression of agency, interest and desire, in peripheral societies.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L45 LatAm 465 Cities, Race and Development in Latin America**

This course offers a multidisciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic and political tensions. Lectures, readings and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prerequisites: none.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 466 Popular Culture and the Representation of Youth in Latin America**

The objective of the course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production, in different Latin American countries. The role of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear and social inequality in early life. The analysis of films, literary texts, and cultural practices will be approached through a combination of biopolitical analysis and the study of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the "Latin American Seminar" requirement for majors and minors in Latin American Studies. Prerequisite: 165D or another Latin American Studies course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L45 LatAm 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges**

This course provides an overview to the geographies of development throughout Latin America. We begin by examining a variety of theoretical perspectives, definitions and critiques of "development." We highlight the uneven processes of development at multiple, overlapping scales and the power imbalances inherent in much of development discourse. In the second half of the course we focus our considerations toward specific contemporary trends and development issues, utilizing case studies drawn primarily from Latin America. These themes include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and gender issues, participatory development, and micro-credit and conditional cash transfers. Students acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America.

Same as L97 IAS 4660

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

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**L45 LatAm 4662 Central American Geographies of Violence**

This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence, but also thinking relationally about the multiple, overlapping scales of activity, both within and beyond the region. The course is divided into five parts. In the first two sections of the course, we begin with an overview of the physical and human geography of the region and outline key historic moments and their legacies, including colonization, international relations (with an emphasis on U.S. interventions), civil war, genocide and torture. Simultaneously, we delve into various theoretical approaches for understanding the nature of multiple types of violence. In the third section of the course, we focus on neoliberal violence, insecurity and development and address issues such as urbanization, violent crime, issues with free trade and labor, and environmental issues. For the final two sections, we draw from contemporary case studies in

the region. We will address identity and violence (discussing indigenous issues, racism, genocide and gender) and in the last section we will cover migration, gangs, drug-trafficking, U.S. security responses, and re-militarization. While we will continue to consider these types of violence through the various theoretical frameworks introduced in the first part of the course, we will also examine and analyze reports on contemporary violence and policy recommendations from multiple sources (multilateral organizations, governments, think tanks, and other nongovernmental organizations). Throughout the course we will also discuss current events occurring in Central America and how they directly or indirectly relate to the topic of geographies of violence.

Same as L97 IAS 4662

Credit 3 units. A&S: CD, SD A&S IQ: LCD, SD EN: H

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**L45 LatAm 474 Mexican Film in the Age of NAFTA (1990–2010)**

Starting in the 1990s, as NAFTA came into effect, Mexico revitalized its film industry and managed to produce not only a somewhat sustainable market within the country, but also a set of recognized figures in acting (Salma Hayek, Gael García, Diego Luna), directing (Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu), and moviemaking in general (Emmanuel Lubezki, Rodrigo Prieto and others). This course explores the underlying processes that allowed for such a rebirth. The main focus of the course is to understand the contradictory impact of neoliberalism in film, understanding neoliberalism as the economic doctrine of unbridled free markets, and its social and cultural consequences. Paradoxically, neoliberalism allowed the industry to become financially and aesthetically viable, while becoming inaccessible to the lower classes in Mexico. The course mostly develops four of these processes: the undermining of nationalism as the main topic, the displacement of the target audience from the working classes, both rural and urban, to the urban middle class; the transformation of political cinema from the leftist films of the '70s to the conservative ideologies of neoliberal politics and the intersection of Mexican film to the global market of so-called "art house cinema." Students compare films that have reached an international market with those viewed only within Mexico. In addition, students are introduced to critical approaches that allow them to appreciate these movies in the context of film aesthetics, social identities, and the relationship between film and economic development. Movies are shown outside of class in Spanish with English subtitles. The class is conducted in English. Written course work may be pursued in English or Spanish. No prerequisite.

Same as L38 Span 474

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America**

The course focuses on the definitions, uses and "languages" of violence in Latin America, particularly during the last decades of the 20th century and the beginning of the 21st century. Students are introduced to philosophical, ethical and political issues related to the existence of "structural" violence and to the problems connected to the symbolic representation of this phenomenon in literature, fictional/documentary films, and visual arts. One of the course's objectives is to problematize the conceptualization of violence and to promote critical thinking about its emergence, significance and effects on local/global societies. Some of the topics analyzed are the body in its multiple manifestations (the body politic, the social body,

the individual body, the treatment of the corpse, etc.), the narrativization of violence (violence as discourse, documentation and fictional elaborations, violence and the media, violence and ideology, etc.), violence and the city, citizenry and otherness, bio-politics, etc. Finally, violence is presented in different contexts and associated to different activities (ordinary crime, narco-cultures, maras, political movements, domestic environments) and different situations (e.g., violence in rural areas, violence in the borderlands, violence and migration). In all cases the course calls for a reflection on the interrelations between private/public spheres, gender politics, ideological/aesthetic values, and individual/institutional levels. The role of memory and emotions is emphasized as a crucial element for the construction/mobilization of subjectivity and for the elaboration of agendas that challenge the State's monopoly of legitimate violence and propose alternative and often perverse forms of association and mobilization at the margins of institutional configurations.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 485 Latin American Studies Thesis Preparation**

This is the first course in the two-semester thesis for Latin Studies thesis writers. Enrollment requires approval of LASP and the undergraduate director.

Credit 3 units.

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**L45 LatAm 486 Latin American Studies Thesis**

This is the second course in the sequence for Latin American Studies thesis writers. Enrollment requires completion of LatAm 485 and permission from LASP and the undergraduate director.

Credit 3 units.

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**L45 LatAm 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development**

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Same as L22 History 4876

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L45 LatAm 488 Narrating Mexico City**

The city has been one of the central topics of modern Mexican literature. Ever since the emergence of the modern capital at the end of the 19th century, urban culture became one of the central concerns of Mexican and Latin American intellectuals across the continent. With the emergence of the megalopolis and the new centrality of questions of violence, postmodernity and urban experience, Mexican literature and film have contributed, in the past 20 years, new ways to approach, discuss and narrate the city. This class seeks to tackle different meanings of Mexico City in the cultural discourse of Mexico, by exploring novels (Carlos Fuentes, José Emilio Pacheco, Juan Villoro), poems (Manuel Mapes Arce, Vicente Quirarte, Fabio Morábito), urban

chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquín Blanco) and films (*Amores perros*, *Todo el poder*, *Vivir mata*). Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.  
Same as L38 Span 488  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 489 Cities of the Past Future: Literary Institutions and Peripheral Modernity in the Latin American Avant-garde**

This class proposes a study of the Latin American avant-garde as a phenomenon of "peripheral modernity" and as a critique of the "institution literature" developed by 19th century and modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonic texts, seeks to engage the avant-garde as a global cultural phenomenon with impact in literature, art, society and ideology. To achieve this, the class focuses on four regional contexts of the avant-garde. First, we visit post-Revolutionary Mexico, to understand the way in which the avant-garde redefined notions of literature in Latin America by carefully analyzing the stakes of groups such as the estridentistas or the contemporaneos. Second, we analyze the reinvention of Buenos Aires as a literary city in the 1920s and 1930s to understand the impact of "peripheral modernity" in the constitution of the avant-garde as a specifically Latin American phenomenon. Third, we discuss the impact of the *semana de arte moderno* of São Paulo, to understand how the idea of "antropofagia" created an articulation of the avant-garde with debates of cultural identity and transculturation. Finally, we go to the Andes to understand how avant-garde phenomena dealt with the questions of "divergent modernities." Authors discussed include Arqueles Vela, Manuel Maples Arce, Jorge Cuesta, Xavier Villaurrutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Fernando Rosenberg, Haroldo de Campos, William Rowe and Roland Forgues. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.  
Same as L38 Span 489  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L45 LatAm 354 A View from the Southern Cone: Perspectives on Art, Literature and Culture**

This course will deal with current issues of cultural, social, political and literary importance related to the Southern Cone. We shall study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course will seek to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.  
Same as L38 Span 354  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L45 LatAm 3800 Surveys of Hispanic Cultures**

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prerequisite: Span 307D; concurrent

registration in Span 308E is recommended. In Spanish. Topics vary from semester to semester. Refer to section description for current offering.

Same as L38 Span 380

Credit 3 units. Arch: HUM Art: HUM A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

## Legal Studies

The legal studies minor is an interdisciplinary program that allows students to study the role of law and legal institutions in society.

Students who minor in legal studies learn about law in courses from anthropology, economics, history, philosophy, political science and other disciplines. The curriculum emphasizes the forces that shape law and the ways that peoples of different cultures and from different historical periods have used and interpreted the law.

Because Legal Studies is interdisciplinary in nature and offers a variety of courses, each student can design a course of study that addresses their individual needs and interests.

Students may choose to take advantage of internships available in law and government. Legal Studies is an excellent pre-law program. It also prepares students well for other graduate study, as well as for careers in academia, business, politics or social services.

**Phone:** 314-935-4200

**Email:** [legalstudies@wustl.edu](mailto:legalstudies@wustl.edu)

**Website:** <http://legalstudies.artsci.wustl.edu>

## Faculty

### Chair

**Frank Lovett** ([http://polisci.wustl.edu/Frank\\_Lovett](http://polisci.wustl.edu/Frank_Lovett))

Associate Professor

PhD, Columbia University

(Political Science)

### Endowed Professor

**John R. Bowen** ([http://anthropology.artsci.wustl.edu/bowen\\_john](http://anthropology.artsci.wustl.edu/bowen_john))

Dunbar-Van Cleve Professor in Arts & Sciences

PhD, University of Chicago

(Anthropology)

### Professors

**Margaret C. Garb** ([http://history.artsci.wustl.edu/margaret\\_garb](http://history.artsci.wustl.edu/margaret_garb))

PhD, Columbia University

(History)

**David Konig** ([http://history.artsci.wustl.edu/david\\_konig](http://history.artsci.wustl.edu/david_konig))

PhD, Harvard University

(History and Law)

**William R. Lowry** ([http://polisci.wustl.edu/William\\_Lowry](http://polisci.wustl.edu/William_Lowry))  
PhD, Stanford University  
(Political Science)

## Associate Professors

**Elizabeth K. Borgwardt** (<http://history.artsci.wustl.edu/borgwardt>)  
JD, Harvard University  
PhD, Stanford University  
(History)

**Ian MacMullen** ([http://polisci.wustl.edu/ianR\\_MacMullen](http://polisci.wustl.edu/ianR_MacMullen))  
PhD, Harvard University  
(Political Science)

**Andrew R. Rehfeld** ([http://polisci.wustl.edu/andrew\\_rehfeld](http://polisci.wustl.edu/andrew_rehfeld))  
PhD, University of Chicago  
(Political Science)

## Professor of Practice

**Michael Cannon** (<https://ogc.wustl.edu/directory/attorney-directory/michael-r-cannon>)  
JD, Yale Law School

## Majors

There is no major available in this area. Students interested in undergraduate, pre-professional preparation for the study of law should contact the pre-law adviser ([http://college.artsci.wustl.edu/prelaw\\_advisors](http://college.artsci.wustl.edu/prelaw_advisors)) in the College of Arts & Sciences, who is available to help plan a course of study and prepare a strategy for applying for admission to law school.

## Minors

### The Minor in Legal Studies

**Units required:** 18

The minor in legal studies requires six courses (18 graded units), at least three of which must be upper-division (300- or 400-level). Two of the six courses may be drawn from the student's major, but as in all College programs, they can not be double-counted (i.e., applied to both the major and minor). The six courses also must be distributed across three of four thematic subject areas. For details, please visit the Legal Studies website (<http://legalstudies.artsci.wustl.edu/about>) or consult the director of Legal Studies.

## Courses

The following is a list of courses that have been offered in Legal Studies in recent years. Note that some of these courses are not currently offered, and some new courses may also count toward the minor. For a current list of courses in Legal Studies, please visit the Legal Studies website (<http://legalstudies.artsci.wustl.edu/about>) or contact the director of Legal Studies.

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Visit online course listings to view semester offerings for L84 Lw St (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L84&crslvl=1:4>).

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### L84 Lw St 105G An Introduction to Logic and Critical Analysis

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.  
Same as L30 Phil 100G  
Credit 3 units. A&S: LA, QA A&S IQ: NSM, AN Art: NSM BU: HUM

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### L84 Lw St 126 Freshman Seminar: Law and Society

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 1.5-hour Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, an important part of a general education. Our hope is that such knowledge will enable students to better understand and assess current legal events. We also hope that students, if they have not already done so, develop an interest in those events. Further, this course should enable students to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional 1-credit seminar focusing on contemporary Supreme Court cases. Open only to freshmen.  
Same as L43 GeSt 126  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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### L84 Lw St 131F Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.  
Same as L30 Phil 131F  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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### L84 Lw St 203C Early Political Thought: Text and Tradition

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  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L84 Lw St 207C Modern Political Thought: Text and Tradition**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials — the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world.  
Same as L22 History 2443  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L84 Lw St 2110 Social Inequality in America**

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender and sexual orientation. This class examines these intersecting categories from a sociological perspective — not simply as ways to classify people, but as social constructions that help to explain social inequality. We examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system and the labor force. Introductory level, no prerequisites.  
Same as L40 SOC 2110  
Credit 3 units. A&S IQ: SSC, SD EN: S

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**L84 Lw St 2152 The Theory and Practice of Justice: The American Historical Experience**

This introductory course uses historical case studies combined with readings in law, literature and philosophy to illuminate key episodes where definitions of justice were contested in 19th- and 20th-century America. Some of the conflicts to be explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation"; 20th-century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and '70s; and recent debates over affirmative action and gay marriage. Attendance required.  
Same as L98 AMCS 2152  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM

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**L84 Lw St 220A Topics in American Culture Studies: American Democracy, from Tocqueville to Trump**

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology and political science; at the same time, they learn key concepts within the field that inform their future work. These are presented in a semester-specific topic of focus; please refer to Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome.

This course fulfills the introductory course requirement for AMCS majors and minors.  
Same as L98 AMCS 220  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L84 Lw St 233F Biomedical Ethics**

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.  
Same as L30 Phil 233F  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L84 Lw St 235F Introduction to Environmental Ethics**

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice and business obligations. Students also learn some ethical and political theory.  
Same as L30 Phil 235F  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L84 Lw St 2443 Freshman Seminar: The Nuremberg Trials and International Justice**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials — the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world.  
Same as L22 History 2443  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L84 Lw St 260 Game Theory in Science and Culture**

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and the humanities. In addition to covering the basic machinery of the theory, the class: participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short-essay exams, and participation.  
Same as L32 Pol Sci 260  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L84 Lw St 280 Exploring Inequality: The Social and Structural Analysis of Modern American Life**

What would it mean to engage in effective social and structural analysis of the complex problems of modern American life that

are so often reduced by policy makers to matters of personal responsibility and individual choice? This is an urgent question at a historical moment when America "society" is becoming more diverse and more divided. This course explores four areas of inequality: poverty, racism and sexism, the crisis in health care, and the perils of globalization. We will pay particular attention to how intersections of minority statuses as defined by race, social class, gender and sexuality conspire to script social and political outcomes. Our investigations will allow us to consider multiple academic and applied models. In an original research project that closely engages real world cases and draws upon multiple disciplinary perspectives, students will gain an understanding of the complexity of social problems, and what productive intellectual and policy responses entail. Guests from local social, educational, and political agencies will share their perspectives with the class. Above all, students will emerge from the course with a set of critical skills that will empower them to decipher contemporary policy debates and develop their own social analyses.

Same as L98 AMCS 280

Credit 3 units. A&S IQ: SSC, SD BU: BA EN: S

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#### **L84 Lw St 299 Undergraduate Internship in Legal Studies**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file.

Credit variable, maximum 3 units.

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#### **L84 Lw St 3012 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JINE 3012

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD EN: H

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#### **L84 Lw St 312 Argumentation**

This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types and fallacies. Prerequisites: Writing 1 (Writing 100) and junior standing. A note for students and advisers: when registering refer to WebSTAC for updated information on section times and available seats.

Same as L13 Writing 312

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

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#### **L84 Lw St 314W Topics in Composition: Writing and the Law**

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. Consult

section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: CWP 100 College Writing 1 and junior standing.

Same as L13 Writing 314

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

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#### **L84 Lw St 315 Introduction to Social Psychology**

Introduction to the scientific study of individual behavior in a social context. Topics: person perception, stereotyping and prejudice, attitudes, memory and political psychology, among other issues. Prerequisite: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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#### **L84 Lw St 3201 Religious Freedom in America**

This interdisciplinary course, co-taught by a law school professor and an American historian, concerns the intersection of religion, liberty and law in American culture. It introduces students to the major texts and historical issues concerning religious liberty, using legal history and case law, intellectual and social history, and political philosophy. It will address issues of significant contemporary debate — from the role of religious groups on college campuses to bakers and gay weddings — along with the deep historical background, from English settlement of North America and the making of the Constitution, through the Civil War, to the Cold War and the recent political developments.

Same as I50 InterD 320

Credit 3 units. A&S IQ: HUM, SD EN: H

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#### **L84 Lw St 331 Theories of Social Justice**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 331

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: HUM

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#### **L84 Lw St 3325 Constitutional Politics in the United States**

The principal purpose of this course is to introduce students to the politics of constitutional interpretation. We first discuss the origins of the constitution, the structure operation and work of courts, and judicial decision making. Afterward, we examine various areas of the law relating to institutional powers and constraints (e.g., federalism, presidential powers, Congressional authority). In so doing, we develop an understanding for the legal doctrine in each area of the law and also examine explanations for the legal change we observe.

Same as L32 Pol Sci 3325

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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#### **L84 Lw St 3373 Law and Culture**

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations,

and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Same as L48 Anthro 3373

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

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#### **L84 Lw St 344 Courts and Civil Liberties**

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Same as L32 Pol Sci 344

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

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#### **L84 Lw St 3441 Defendant's Rights**

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Same as L32 Pol Sci 3441

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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#### **L84 Lw St 346 Philosophy of Law**

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 346

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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#### **L84 Lw St 3462 The Politics of Privacy in the Digital Age**

This course explores the changing nature of privacy in contemporary society.

Same as L32 Pol Sci 3462

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

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#### **L84 Lw St 346J Islamic Law**

This course presents a general overview of Islamic law and an introduction to the study of religious legal authority which

values consensus. It then explores the formation of the major schools of law. Next it debates the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It also traces the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah.

Same as L75 JINE 346

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### **L84 Lw St 3507 Legal Conflict in Modern American Society**

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies.

The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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#### **L84 Lw St 3510 The Supreme Court**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3510

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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#### **L84 Lw St 3561 Women and the Law**

This course (formerly called "Women and the Law") explores how social constructions of gender, race, class and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (or women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about

and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. In spring 2017, Jesse Doggendorf, Sapna Khatri, Rebecca Swarm, and Sarah Watson will be teaching this course under the supervision of Professor Susan Appleton. *Students who have taken L77 3561 Women and the Law can not take this class.*

Same as L77 WGSS 3561

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L84 Lw St 3562 Introduction to Forensic Psychology**

This course is an introduction to the interaction between psychology and the legal system. The contribution of psychology to such legal areas as family law, juvenile delinquency, criminal cases, law enforcement, and correctional psychology are surveyed. Topics covered include domestic violence, child abuse, personal injury, eyewitness testimony, insanity, sex offenders and psychopaths. Legal standards regarding insanity, civil commitment and expert testimony are reviewed. We also focus on the emerging contributions of neuroscience to the field of forensic psychology. Prerequisite: Psych 100B.

Same as L33 Psych 356

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L84 Lw St 358 Law, Politics and Society**

This course offers an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Same as L32 Pol Sci 358

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L84 Lw St 3670 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L84 Lw St 3713 Law in American Life I: English and Colonial Foundations to 1776**

Credit 3 units. A&S: TH BU: ETH

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**L84 Lw St 389 Power, Justice and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Same as L32 Pol Sci 389

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

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**L84 Lw St 389A Power, Justice and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L84 Lw St 390 Gender Violence**

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context of international and domestic political activity. In each area, issues of race, class, culture and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Not open to students who have taken U92 (UCollege) WGSS 363.

Same as L77 WGSS 393

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA EN: S

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**L84 Lw St 393 History of Political Thought III: Liberty, Democracy and Revolution**

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress toward one best form of government — capitalist democracy, perhaps, or communism? What forces drive history? We address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors studied include Kant, Hegel, Marx, Tocqueville, John Stuart Mill, and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is the third in a three-semester

sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Same as L32 Pol Sci 393

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA EN: S

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**L84 Lw St 4002 Directed Fieldwork in Legal Research**

A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Permission of supervising faculty member and director of the program is required.

Credit variable, maximum 6 units. A&S: TH EN: H

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**L84 Lw St 4013 Negotiating Major Legislation in Congress**

This course examines the outcomes of the legislative process in the United States. The first third of the course will examine key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process, and the uncovered set. The rest of the course will examine the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student will write several drafts of a major research project on a major piece of legislation. Each research project will examine the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process, and the role of party. Prerequisite: Poli Sci 101B.

Same as L32 Pol Sci 4013

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L84 Lw St 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Same as L32 Pol Sci 4030

Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH EN: S

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**L84 Lw St 425A Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the

relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM EN: H

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**L84 Lw St 4400 Advanced Social and Political Philosophy**

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L84 Lw St 472 Social Theory and Anthropology**

A seminar on social theory and its ethnographic implications.

Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.

Same as L48 Anthro 472

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L84 Lw St 4851 Advanced Seminar: Prisons, Politics and Activism**

Prison reformers argue that de-criminalizing nonviolent offenses will be enough to reduce mass incarceration, while prison abolitionists argue that we need to dismantle the entire carceral state in the U.S., which is maintained by a racially stratified system of public schooling, housing, employment and health care. What is at stake in these debates? Are we seeking to promote basic humanity, racial and gender equality or utopian visions of rehabilitation? This course seeks to historically contextualize prison reform and abolitionism from the 13th Amendment's re-articulation of slavery to current resistance to mass incarceration. Special attention will be paid to the intersections between the prisoner's rights movement and the Black & Brown Power, feminist, queer and disability movements.

Same as L22 History 4851

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM

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**L84 Lw St 4981 Advanced Seminar: Historical Perspectives on Human Rights**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of student's choice.

Same as L22 History 4981

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:

HUM EN: H

## Linguistics

At Washington University, the Linguistics program offers an undergraduate major and minor. The core of the Linguistics program is the study of the form language takes. Students examine how words are built from sounds, how sentences are built from words, and how all this structure manages to communicate meaning. With a good understanding of these formal properties, students can pursue other questions about language. How does language change over time? Do diverse languages have more in common than meets the eye? What functions does language play in society? What is its relation to thought? What are its biological and psychological underpinnings? And just how do children manage to acquire language so well in the first place?

Linguistics takes a scientific approach to the study of language and develops skills in data analysis and scientific experimental methods. Linguistics students may or may not speak many languages, but they definitely will learn how to collect and analyze data about languages in an effort to answer these questions.

**Contact:** Brett Hyde  
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## Faculty

### Director

**Brett D. Hyde** (<http://pages.wustl.edu/bhyde>)  
Associate Professor  
PhD, Rutgers University  
(Linguistics, Philosophy, Philosophy-Neuroscience-Psychology)

### Core Faculty

**Kristen Greer** (<https://sites.google.com/site/kagreer215>)  
Lecturer  
PhD, University of California, Davis  
(Linguistics, Philosophy)

**Kristin J. Van Engen** (<http://kristinvanengen.wordpress.com>)  
Assistant Professor  
PhD, Northwestern University  
(Linguistics, Psychology)

### Participating Faculty

**David A. Balota** (<http://psychweb.wustl.edu/people/david-balota>)  
Professor  
PhD, University of South Carolina  
(Psychology, Neurology)

**Joe Barcroft** (<http://rll.wustl.edu/people/barcroft>)  
Professor  
PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

**John Baugh** ([http://anthropology.artsci.wustl.edu/baugh\\_john](http://anthropology.artsci.wustl.edu/baugh_john))  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(Anthropology, Education, English, Psychology)

**Cindy Brantmeier** (<https://education.wustl.edu/people/cindy-brantmeier>)  
Professor  
PhD, Indiana University  
(Education)

**Jonathan Peelle** (<http://jonathanpeelle.net>)  
Research Assistant Professor  
PhD, Brandeis University  
(Otolaryngology)

**Steven E. Petersen** (<http://psychweb.wustl.edu/petersen>)  
James S. McDonnell Professor of Cognitive Neuroscience  
PhD, California Institute of Technology  
(Neurology, Psychology)

**Mitchell S. Sommers** (<http://psych.wustl.edu/sommers>)  
Professor  
PhD, University of Michigan  
(Psychology)

**Roy Sorensen** (<https://pages.wustl.edu/sorensen>)  
Professor  
PhD, Michigan State University  
(Philosophy)

**Rebecca Treiman** (<http://pages.wustl.edu/treiman>)  
Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
PhD, University of Pennsylvania  
(Psychology)

**Gerhild Williams** (<http://pages.wustl.edu/gerhildwilliams>)  
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington, Seattle  
(German)

### Emeritus Faculty

**Brett Kessler** (<http://spell.psychology.wustl.edu/bkessler.html>)  
PhD, Stanford University

## Majors

### The Major in Linguistics

**Total units required:** 30, of which 18 must be in courses numbered 300 or higher

**Required courses:**

| Code        | Title                                     | Units |
|-------------|---|-------|
| Ling 170D   | Introduction to Linguistics               | 3     |
| Ling 309    | Syntactic Analysis                        | 3     |
| Ling 313    | Phonological Analysis                     | 3     |
| Ling 317    | Introduction to Computational Linguistics | 3     |
| Total Units |   | 12    |

**Elective courses:** 18 units. At least 6 units must come from this list:

| Code      | Title                                  | Units |
|-----------|--|-------|
| Ling 306G | Philosophy of Language                 | 3     |
| Ling 311  | Introduction to Semantics              | 3     |
| Ling 312  | Phonetics                              | 3     |
| Ling 315  | Morphology                             | 3     |
| Ling 320  | Historical and Comparative Linguistics | 3     |
| Ling 339  | Introduction to Sociolinguistics       | 3     |
| Ling 408  | Psychology of Language                 | 3     |
| Psych 358 | Language Acquisition                   | 3     |

The remaining electives may be drawn from either the above list or the following:

| Code        | Title   | Units    |
|-------------|---|----------|
| Ling 225D   | Latin and Greek in Current English  | 3        |
| Ling 234    | Introduction to Speech and Hearing Disorders                                      | 3        |
| Ling 301G   | Symbolic Logic  | 3        |
| Ling 341    | Linguistic Diversity in the United States   | 3        |
| Ling 3701   | Introduction to Hispanic Linguistics  | 3        |
| Ling 390    | Linguistics Service Learning I  | 3        |
| Ling 391    | Linguistics Service Learning II   | 3        |
| Ling 396    | Linguistics Seminar   | 3        |
| Ling 466    | Second Language Acquisition   | 3        |
| Ling 495    | Senior Seminar in Linguistics   | 3        |
| Ling 499    | Independent Work For Senior Honors  | 6<br>max |
| Ling 500    | Independent Work in Linguistics   | 3        |
| AFAS 210    | The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective | 3        |
| Anthro 3386 | Language, Culture and Society   | 3        |

Under certain circumstances, students may count toward their major a limited number of relevant classes not listed here. Such circumstances include study abroad and preparation for a specialized capstone. A specific plan of study must be worked out in advance with advisers in the Linguistics program.

**Language requirement:** Majors should normally have foreign language competency equivalent to one year of study at the college level. Classes taken to fulfill this requirement do not normally count toward the 30 total units required for the major.

## Additional Information

**Capstone:** A senior project is required of primary majors. This normally will be done while taking Ling 495 or Ling 500, or by completing the Senior Honors program (Ling 499).

**Senior Honors:** Students with a university GPA of 3.65 and a Linguistics GPA of 3.65 at the end of their junior year may apply to enter the honors program by submitting a proposal for a senior thesis. If admitted into the program, the student registers for 3 units of Ling 499 in each semester of the senior year. The student must complete the thesis and pass an oral defense by the middle of March.

## Minors

### The Minor in Linguistics

**Units required:** 15, of which 9 must be in courses numbered 300 or higher

**Required course:**

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Ling 170D | Introduction to Linguistics | 3     |

**Elective courses:** 12 units. At least 6 units must come from this list:

| Code     | Title                                     | Units |
|----------|---|-------|
| Ling 309 | Syntactic Analysis                        | 3     |
| Ling 311 | Introduction to Semantics                 | 3     |
| Ling 312 | Phonetics                                 | 3     |
| Ling 313 | Phonological Analysis                     | 3     |
| Ling 315 | Morphology                                | 3     |
| Ling 317 | Introduction to Computational Linguistics | 3     |
| Ling 320 | Historical and Comparative Linguistics    | 3     |
| Ling 339 | Introduction to Sociolinguistics          | 3     |

Remaining units may come from any course acceptable as an elective for the major.

## Courses

Visit online course listings to view semester offerings for L44 Ling (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L44&crslvl=1:4>).

### L44 Ling 170D Introduction to Linguistics

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and

phonology), word formation (morphology), sentence structure (syntax) and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

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#### L44 Ling 225D Latin and Greek in Current English

An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language.

Same as L08 Classics 225D

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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#### L44 Ling 234 Introduction to Speech and Hearing Disorders

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. Same as L12 Educ 234

Credit 3 units. BU: BA EN: S

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#### L44 Ling 258 Methods in Linguistic Research

This course will introduce students to a range of formal, computational, and experimental tools for conducting linguistic research. Students will learn about different types of linguistic data, experimental design, and statistical techniques in the context of research in general linguistics, psycholinguistics and sociolinguistics. This course aims to make students more capable readers of linguistic research (and scientific research more generally) and to provide them with hands-on experience in employing linguistic research methods. The course will also serve as an introduction to R for statistical computing. The class is intended for freshmen and sophomore students who are considering advanced study in the linguistics program. Prerequisite: Ling 170D.

Credit 3 units. A&S IQ: SSC

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#### L44 Ling 301G Symbolic Logic

In the first half of the course we study some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Phil 100: An Introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course, or for students who already have a strong background in mathematics. Priority given to majors in philosophy and PNP.

Same as L30 Phil 301G

Credit 3 units. A&S: LA A&S IQ: NSM, AN Art: NSM BU: HUM

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#### L44 Ling 306G Philosophy of Language

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 306G

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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#### L44 Ling 309 Syntactic Analysis

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics discussed include phrase structure, transformations, case theory, thematic roles and anaphora. Assignments help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or 440, or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC BU: HUM EN: S

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#### L44 Ling 311 Introduction to Semantics

Semantics is the branch of linguistics that studies how speakers assign meaning to words, sentences and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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#### L44 Ling 312 Phonetics

Phonetics is the study of the sounds of the languages of the world. The primary goal of the course is to learn how speech sounds are produced, so that the student can describe them in articulatory terms, write them out in a standard notational system, and produce them accurately. Other topics include a basic introduction to the acoustics of speech and the use of personal computers to display, analyze and synthesize human speech. The course should prove useful to students desiring a deeper understanding of one of the fundamental underpinnings of linguistics, but also has practical applications in such fields as foreign language learning and the appreciation and acquisition of new dialects and accents. Prerequisite: Ling 170D or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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#### L44 Ling 313 Phonological Analysis

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish

this task is the subject matter of phonology. This course explores phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics discussed include phonological features, lexical phonology, prosodic morphology, tone and metrical stress. Assignments help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or 440, or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC BU: BA EN: S

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#### L44 Ling 315 Morphology

Concepts covered: morphemic analysis and investigation of morphological processes. Additional topics may include relationship of morphology to language-typology and to syntax. Prerequisite: Ling 170D, or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC EN: S

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#### L44 Ling 317 Introduction to Computational Linguistics

Use of computers to analyze, understand and generate human language. Emphasis on appreciating practical applications such as text analysis; search and creation of dictionaries and corpora; information retrieval; machine translation; and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisites: Ling 170D or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: SSC EN: H, S

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#### L44 Ling 320 Historical and Comparative Linguistics

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax) and meaning (semantics). Topics include linguistic universals; the structural and genetic classification of languages; the techniques of reconstructing proto-languages; and the causes of language change. Examples from Indo-European languages (for example, Greek, English and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized. Prerequisite: Ling 170D.

Credit 3 units. A&S: LA A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

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#### L44 Ling 339 Introduction to Sociolinguistics

Studies of language in social context are presented, including research related to diglossia, bilingualism, pidginization, creolization and dialectology. Discourse analyses and conversational analyses of face-to-face conversation are examined in methodological and analytical terms. Beyond assigned readings, critical discourse analyses, the ethnography of speaking, the sociology of language, and accommodation theory are also considered. Students are required to develop a course project related to one or more studies of language in use. Experimental studies of sociophonetics and sociohistorical linguistics are presented during lectures to demonstrate advanced interdisciplinary research with potential educational and legal relevance. Prerequisite: Ling 170D.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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#### L44 Ling 341 Linguistic Diversity in the United States

Linguistic diversity has always existed within the United States, and this course begins with a survey of many of the indigenous Native American languages that existed prior to European colonization. The emphasis of this course is linguistic research, as we examine diverse studies of language across the nation with respect to regional differences, racial and ethnic differences, historical differences, and differences in education and economic status. American bilingualism is explored, as are many of the dialects that have evolved in different parts of the nation. Students study a range of sophisticated linguistic analyses of language diversity in different parts of the United States at different points in the nation's history. The culmination of the course explores practical linguistic applications in legal and educational contexts. Prerequisites: Ling 170D and some familiarity with elementary statistics.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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#### L44 Ling 3701 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Same as L38 Span 370

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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#### L44 Ling 390 Linguistics Service Learning I

Because language is fundamental to human communication, differences in language can present particularly difficult barriers to learning. Taking classes in a language that is not your native language, for example, presents special challenges both to students and their teachers. For speakers of nonstandard dialects, taking classes in a standard dialect presents subtler — and in some ways, even more difficult — challenges. This course provides students with a concrete understanding of the practical difficulties arising from linguistic differences and helps them discover ways in which these difficulties can be addressed. In particular, students are expected to devote two hours per week tutoring local K-12 students and to keep a journal focusing on their experiences from a linguistic perspective. Students will be expected to attend weekly meetings with faculty and community partners to relate challenges that they have encountered and to discuss possible solutions. Students will also receive training on how to better understand and serve under-sourced and diverse populations. Prerequisite: at least two 300-level courses in Linguistics or permission of the instructors.

Credit 3 units. A&S IQ: SSC BU: HUM EN: S

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#### L44 Ling 391 Linguistics Service Learning II

Linguistics Service Learning II meets with Linguistics Service Learning I, but it requires completion of additional written assignments. Prerequisite: Ling 390.

Credit 3 units. A&S IQ: SSC BU: HUM EN: S

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**L44 Ling 396 Linguistics Seminar**

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation and writing. Prerequisite: varies with topic.

Credit 3 units. A&S: TH A&S IQ: SSC EN: S

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**L44 Ling 408 Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B. Same as L33 Psych 433

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L44 Ling 466 Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L44 Ling 4691 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. Same as L38 Span 4691

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L44 Ling 478 Topics in Linguistics**

Meets with designated linguistics course, but with additional writing and research required for graduate credit and certification.

Credit 3 units. A&S: LA A&S IQ: SSC EN: S

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**L44 Ling 495 Senior Seminar in Linguistics**

The Senior Seminar affords students an opportunity to integrate the various fields of linguistics. Readings, discussions and presentations let students address issues that combine the content and the research methods of areas such as phonetics, phonology, morphology, syntax, diachrony and semantics. Students have individual projects within the scope of the semester's particular topic, but the class as a whole helps in choosing, developing and refining the treatment. This course fulfills the requirement for a senior capstone for primary majors in linguistics. It is the normal option for students who wish to take the capstone as a regular class rather than as sponsored independent study.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L44 Ling 499 Independent Work For Senior Honors**

Prerequisites: senior standing and permission of the Linguistics program.

Credit variable, maximum 6 units.

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## Mathematics

Mathematics has always held a central position in the liberal arts, and over time it has also come to play an important role in more and more aspects of our lives. Mathematical analysis and modeling are involved in many areas, far beyond the traditional association of mathematics with the physical sciences and engineering. This fact is reflected in the diversity of the students who study at least some mathematics during their time at Washington University — students who recognize the importance of quantitative skills in a world that becomes more and more technological.

Students major in mathematics for many reasons. Some are planning academic careers in mathematics or statistics that involve teaching or research. Others plan to work as actuaries or at other jobs in industry or government. Some plan careers in secondary education. Many majors do not intend to become "mathematicians" at all, but simply realize that quantitative training is a valuable asset in many kinds of careers; often, work in mathematics or statistics is meant to complement their study in other areas. Still other majors just view mathematics as an interesting concentration in their liberal arts education, even though they plan to enter professional fields such as medicine or law.

The Mathematics program gives majors and minors a broad introduction to the subject. Majors choose among several tracks to complete their study; these tracks add different emphases to their programs, reflecting individual interests or professional goals. Majors are encouraged to complete additional work (perhaps even a minor or second major) in other related areas.

**Contact:** Blake Thornton  
**Phone:** 314-935-6301  
**Email:** bthornton@wustl.edu  
**Website:** <http://wumath.wustl.edu>

## Faculty

### Chair

#### John E. McCarthy

Spencer T. Olin Professor of Mathematics  
PhD, University of California, Berkeley  
Analysis; operator theory; one and several complex variables

### Directors

#### Brett Wick

Director of Graduate Studies; Associate Professor of  
Mathematics  
PhD, Brown University  
Complex analysis, harmonic analysis, operator theory, and  
several complex variables

#### John Shareshian

Director of Undergraduate Studies; Professor of Mathematics  
PhD, Rutgers University  
Algebraic and topological combinatorics

### Endowed Professor

#### John E. McCarthy ([http://wumath.wustl.edu/people/faculty/professors/mccarthy\\_john-e](http://wumath.wustl.edu/people/faculty/professors/mccarthy_john-e))

Spencer T. Olin Professor of Mathematics  
PhD, University of California, Berkeley  
Analysis; operator theory; one and several complex variables

### Professors

#### Quo-Shin Chi ([http://wumath.wustl.edu/people/chi\\_quo-shin](http://wumath.wustl.edu/people/chi_quo-shin))

PhD, Stanford University  
Differential geometry

#### Renato Feres ([http://wumath.wustl.edu/people/feres\\_renato](http://wumath.wustl.edu/people/feres_renato))

PhD, California Institute of Technology  
Differential geometry; dynamical systems

#### Steven G. Krantz ([http://wumath.wustl.edu/people/krantz\\_steven-g](http://wumath.wustl.edu/people/krantz_steven-g))

PhD, Princeton University  
Several complex variables; geometric analysis

#### Rachel Roberts ([http://wumath.wustl.edu/people/roberts\\_rachel](http://wumath.wustl.edu/people/roberts_rachel))

PhD, Cornell University  
Low-dimensional topology

#### John Shareshian ([http://wumath.wustl.edu/people/shareshian\\_john](http://wumath.wustl.edu/people/shareshian_john))

PhD, Rutgers University  
Algebraic and topological combinatorics

#### Edward Spitznagel ([http://wumath.wustl.edu/people/spitznagel\\_edward](http://wumath.wustl.edu/people/spitznagel_edward))

PhD, University of Chicago  
Statistics; statistical computation; application of statistics to  
medicine

#### Xiang Tang ([http://wumath.wustl.edu/people/tang\\_xiang](http://wumath.wustl.edu/people/tang_xiang))

PhD, University of California, Berkeley  
Symplectic geometry; noncommutative geometry; mathematical  
physics

#### Mladen Victor Wickerhauser ([http://wumath.wustl.edu/people/wickerhauser\\_mladen-victor](http://wumath.wustl.edu/people/wickerhauser_mladen-victor))

PhD, Yale University  
Harmonic analysis; wavelets; numerical algorithms for data  
compression

#### David Wright

PhD, Columbia University  
Affine algebraic geometry; polynomial automorphisms

### Associate Professors

#### Roya Beheshti Zavareh ([http://wumath.wustl.edu/people/beheshti-zavareh\\_roya](http://wumath.wustl.edu/people/beheshti-zavareh_roya))

PhD, Massachusetts Institute of Technology  
Algebraic geometry

#### Brian E. Blank

PhD, Cornell University  
Representations of Lie groups; harmonic analysis

#### Jimin Ding ([http://wumath.wustl.edu/people/ding\\_jimin](http://wumath.wustl.edu/people/ding_jimin))

PhD, University of California, Davis  
Statistics

#### José Figueroa-López (<http://wumath.wustl.edu/people/jose-figueroa-lopez>)

PhD, Georgia Institute of Technology  
Statistics; probability and stochastic processes; mathematical  
finance

#### Matthew Kerr ([http://wumath.wustl.edu/people/kerr\\_matthew](http://wumath.wustl.edu/people/kerr_matthew))

PhD, Princeton University  
Algebraic geometry; Hodge theory

#### Gregory Knese (<http://wumath.wustl.edu/people/gregory-knese>)

PhD, Washington University  
Complex function theory, operators; harmonic analysis

#### Nan Lin ([http://wumath.wustl.edu/people/lin\\_nan](http://wumath.wustl.edu/people/lin_nan))

PhD, University of Illinois at Urbana-Champaign  
Statistics

#### Jack Shapiro ([http://wumath.wustl.edu/people/shapiro\\_jack](http://wumath.wustl.edu/people/shapiro_jack))

PhD, City University of New York  
Algebraic K-theory

**Brett Wick** (<http://wumath.wustl.edu/people/brett-wick>)  
PhD, Brown University  
Analysis of several complex variables; harmonic analysis and operator theory

### Assistant Professors

**Todd Kuffner** ([http://wumath.wustl.edu/people/kuffner\\_todd](http://wumath.wustl.edu/people/kuffner_todd))  
Assistant Professor of Mathematics  
PhD, Imperial College London  
Statistics; likelihood and asymptotics, econometrics

**Ari Stern** ([http://wumath.wustl.edu/people/stern\\_ari](http://wumath.wustl.edu/people/stern_ari))  
Assistant Professor of Mathematics  
PhD, California Institute of Technology  
Geometric numerical analysis, computational mathematics

**Michael Wendl** ([http://wumath.wustl.edu/people/wendl\\_michael](http://wumath.wustl.edu/people/wendl_michael))  
Assistant Professor of Genetics, The Genome Institute; courtesy appointment, Mathematics Department  
PhD, Washington University  
Combinatorics, PDEs, probability, and statistical genetics

### Professors Emeriti

**William M. Boothby** ([http://wumath.wustl.edu/people/boothby\\_william-m](http://wumath.wustl.edu/people/boothby_william-m))  
PhD, University of Michigan  
Differential geometry

**Lawrence Conlon** ([http://wumath.wustl.edu/people/conlon\\_lawrence](http://wumath.wustl.edu/people/conlon_lawrence))  
PhD, Harvard University  
Differential topology

**Ron Freiwald** ([http://wumath.wustl.edu/people/freiwald\\_ron](http://wumath.wustl.edu/people/freiwald_ron))  
PhD, University of Rochester  
General topology

**Gary R. Jensen** ([http://wumath.wustl.edu/people/jensen\\_gary-r](http://wumath.wustl.edu/people/jensen_gary-r))  
PhD, University of California, Berkeley  
Differential geometry

**Robert McDowell** ([http://wumath.wustl.edu/people/mcdowell\\_robert](http://wumath.wustl.edu/people/mcdowell_robert))  
PhD, Purdue University  
General topology

**Richard Rochberg**  
PhD, Harvard University  
Complex analysis, interpolation theory

**Stanley Sawyer** ([http://wumath.wustl.edu/people/sawyer\\_stanley](http://wumath.wustl.edu/people/sawyer_stanley))  
PhD, California Institute of Technology  
Probability and statistics; population biology, mathematical genetics

**Guido L. Weiss** ([http://wumath.wustl.edu/people/weiss\\_guido-l](http://wumath.wustl.edu/people/weiss_guido-l))  
PhD, University of Chicago  
Interpolation of operators; harmonic analysis, Lie groups

**Edward N. Wilson** ([http://wumath.wustl.edu/people/wilson\\_edward-n](http://wumath.wustl.edu/people/wilson_edward-n))  
PhD, Washington University  
Harmonic analysis, differential geometry

### William Chauvenet Postdoctoral Lecturers

**Michael Hartz**  
PhD, University of Waterloo

**Yakov Berchenko-Kogan**  
PhD, Massachusetts Institute of Technology

**James Pascoe**  
NSF Postdoctoral Fellow  
PhD, University of California, San Diego  
Several complex variables

### Associate Director of Undergraduate Studies

**Blake Thornton** ([http://wumath.wustl.edu/people/thornton\\_blake](http://wumath.wustl.edu/people/thornton_blake))  
PhD, University of Utah

### Program Coordinator

**Lisa M. Kuehne** ([http://wumath.wustl.edu/people/kuehne\\_lisa](http://wumath.wustl.edu/people/kuehne_lisa))  
Program Coordinator, University College & Center for Advanced Learning  
AM Mathematics, Washington University  
Undergraduate Mathematics Education

## Majors

### The Major in Mathematics

Total units required: 36-39

All mathematics majors are required to complete

| Code        | Title        | Units |
|-------------|--------------|-------|
| Math 131    | Calculus I   | 3     |
| Math 132    | Calculus II  | 3     |
| Math 233    | Calculus III | 3     |
| Total Units |              | 9     |

In addition, each major is required to complete the courses in one of the following five tracks and to participate in a departmental exit interview shortly before graduation.

### Traditional

| Code        | Title   | Units |
|-------------|---|-------|
| Math 3200   | Elementary to Intermediate Statistics and Data Analysis | 3     |
| or Math 493 | Probability   |       |
| Math 310    | Foundations for Higher Mathematics                      | 3     |

|                          |   |   |
|--------------------------|---|---|
| Math 4111<br>& Math 4121 | Introduction to Analysis<br>and Introduction to Lebesgue<br>Integration | 6 |
|--------------------------|---|---|

|                        |                                      |   |
|------------------------|--------------------------------------|---|
| Math 429<br>& Math 430 | Linear Algebra<br>and Modern Algebra | 6 |
|------------------------|--------------------------------------|---|

Three additional upper-level mathematics electives. Two of these could be Math 309 and Math 318 (or Math 308). At least one elective must be at the 400 level.

**Total 27 upper-level mathematics units**

**Probability/Statistics**

| Code | Title   | Units |
|------|---|-------|
|      | One course in computer science chosen from CSE 131, CSE 132, CSE 200, CSE 247 | 3     |

|          |                |   |
|----------|----------------|---|
| Math 309 | Matrix Algebra | 3 |
|----------|----------------|---|

|           |   |   |
|-----------|---|---|
| Math 3200 | Elementary to Intermediate Statistics and Data Analysis | 3 |
|-----------|---|---|

|          |                                    |   |
|----------|------------------------------------|---|
| Math 310 | Foundations for Higher Mathematics | 3 |
|----------|------------------------------------|---|

|          |   |   |
|----------|---|---|
| Math 318 | Introduction to Calculus of Several Variables | 3 |
|----------|---|---|

or Math 308 Mathematics for the Physical Sciences

|                        |  |   |
|------------------------|--|---|
| Math 493<br>& Math 494 | Probability<br>and Mathematical Statistics | 6 |
|------------------------|--|---|

Two additional upper-level mathematics electives in the areas of probability or statistics 6

**Total 24 upper-level mathematics units**

**Applied**

| Code | Title   | Units |
|------|---|-------|
|      | One course in computer science chosen from CSE 131, CSE 132, CSE 200, CSE 247 | 3     |

|          |                        |   |
|----------|------------------------|---|
| Math 217 | Differential Equations | 3 |
|----------|------------------------|---|

|          |                |   |
|----------|----------------|---|
| Math 309 | Matrix Algebra | 3 |
|----------|----------------|---|

|           |   |   |
|-----------|---|---|
| Math 3200 | Elementary to Intermediate Statistics and Data Analysis | 3 |
|-----------|---|---|

or Math 493 Probability

|          |                                    |   |
|----------|------------------------------------|---|
| Math 310 | Foundations for Higher Mathematics | 3 |
|----------|------------------------------------|---|

|          |   |   |
|----------|---|---|
| Math 318 | Introduction to Calculus of Several Variables | 3 |
|----------|---|---|

or Math 308 Mathematics for the Physical Sciences

|                        |  |   |
|------------------------|--|---|
| Math 449<br>& Math 450 | Numerical Applied Mathematics<br>and Topics in Applied Mathematics | 6 |
|------------------------|--|---|

Two additional upper-level mathematics electives. Major track must include at least one of Math 410, Math 415, Math 416, or Math 4111. 6

**Total 24 upper-level mathematics units**

**Mathematics for Secondary Education**

(This track also requires a major in secondary education)

| Code | Title   | Units |
|------|---|-------|
|      | One course in computer science chosen from CSE 131, CSE 132, CSE 200, CSE 247 | 3     |

|          |                |   |
|----------|----------------|---|
| Math 309 | Matrix Algebra | 3 |
|----------|----------------|---|

|           |   |   |
|-----------|---|---|
| Math 3200 | Elementary to Intermediate Statistics and Data Analysis | 3 |
|-----------|---|---|

or Math 493 Probability

|          |                                    |   |
|----------|------------------------------------|---|
| Math 310 | Foundations for Higher Mathematics | 3 |
|----------|------------------------------------|---|

|          |   |   |
|----------|---|---|
| Math 318 | Introduction to Calculus of Several Variables | 3 |
|----------|---|---|

or Math 308 Mathematics for the Physical Sciences

|          |  |   |
|----------|--|---|
| Math 302 | Elementary Geometry From an Advanced Point of View | 3 |
|----------|--|---|

|          |                   |   |
|----------|-------------------|---|
| Math 331 | Algebraic Systems | 3 |
|----------|-------------------|---|

Two additional upper-level mathematics electives 6

**Total 24 upper-level mathematics units**

**Mathematics (Economics Emphasis)**

Three economics courses:

| Code                    | Title | Units |
|-------------------------|-------|-------|
| Econ 1011 and Econ 1021 |       | 6     |

One Economics course chosen from among Econ 4011, Econ 4151, or Econ 467 3

and

| Code     | Title          | Units |
|----------|----------------|-------|
| Math 309 | Matrix Algebra | 3     |

|           |   |   |
|-----------|---|---|
| Math 3200 | Elementary to Intermediate Statistics and Data Analysis | 3 |
|-----------|---|---|

or Math 493 Probability

|          |                                    |   |
|----------|------------------------------------|---|
| Math 310 | Foundations for Higher Mathematics | 3 |
|----------|------------------------------------|---|

|                          |   |   |
|--------------------------|---|---|
| Math 4111<br>& Math 4121 | Introduction to Analysis<br>and Introduction to Lebesgue<br>Integration | 6 |
|--------------------------|---|---|

Three additional upper-level courses from among Math 318, Math 429, Math 456, or any 400-level probability or statistics course. The major must include at least one of Math 493 or Math 429. 9

**Total 24 upper-level mathematics units + 3 upper-level economics units**

**Notes applying to all major tracks**

1. Students who entered Washington University before fall 2015 should visit the Prior Bulletins (<http://bulletin.wustl.edu/prior>) section of this *Bulletin* to view the major requirements that were in place for the appropriate year of matriculation.

These requirements can also be found from the department's undergraduate webpage (<http://wumath.wustl.edu/undergraduate/information-math-majors/five-major-tracks>).

2. Upper-level mathematics courses are those whose course number begins with a "3" or higher; e.g., Math 3\*\*\*. Lower-level courses do not count toward upper-level mathematics requirements even if cross-listed as an upper-level course in another department or program. For example, if Math 2200 were cross-listed by another department as 3\*\*\*, then registering for that 3\*\*\* course would not satisfy an upper-level mathematics requirement.
3. All required courses (lower- and upper-level) must be completed with a grade of C- or better.
4. Math 318 Introduction to Calculus of Several Variables and Math 308 Mathematics for the Physical Sciences cannot both be used to fulfill major requirements.
5. Courses transferred from other accredited colleges and universities with department approval can be counted. However,
  - a. courses transferred from a two-year college (such as a community college) cannot be used to satisfy upper-level requirements;
  - b. at least half the upper-level units required in a major must be earned at Washington University or in a Washington University-approved Overseas Study program;
  - c. courses from University College cannot be used to fulfill major requirements.
6. At most 3 units for independent study or research work can count toward the major requirements.
7. No upper-level course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (no "double-counting").
8. Certain approved substitutions are found on the department's webpage (<http://wumath.wustl.edu/fall15classfive-major-tracks>). However, in all cases, at most one substitution can be used that involves a course not home-based in the Department of Mathematics.

## Additional Information

**Independent Study:** Majors with a plan for independent work or a research project may apply for independent study with a faculty member. Majors are encouraged (but not required) to consider a senior project or an honors project.

**Graduation with Awards for Distinction or Latin Honors:** The department offers the awards Distinction in Mathematics, High Distinction in Mathematics, and Highest Distinction in Mathematics. Recommendations for students to receive Latin Honors (which are awarded by the College of Arts & Sciences, not the department) are keyed to the requirements for the Distinction Awards, as indicated below. In these requirements, "regularly scheduled mathematics course" refers to a course that

is home-based in the mathematics department (L24) and is not an independent study or research course.

- Core Course Work for All Distinction Awards (Core Course Work alone earns no award)
  - a) at least 3.65 GPA in upper-level mathematics (L24) courses
  - b) completion with grades of B or better (not B-) of
    - i) one of the course sequences Math 4111-4121, 429-430, 493-494, 449-450, and
    - ii) three additional regularly-scheduled 400-500 level mathematics courses
- Distinction in Mathematics. Awarded for Core Course Work plus
  - a) completion of one additional regularly-scheduled mathematics course at the 400-500 level with grade of B or better (not B-), **or**
  - b) passing the first actuarial exam (Exam P) from Society of Actuaries
- High Distinction in Mathematics. Awarded for Core Course Work plus satisfactory completion of an honors thesis. Details about honors theses (<http://wumath.wustl.edu/undergraduate/information-math-majors/distinction-and-latin-honors/requirements-and-suggestions>) are available on the department's webpage.
- Highest Distinction in Mathematics. Awarded for Core Course Work plus satisfactory completion of an honors thesis plus one of the following:
  - a) course work includes completion of at least one of the graduate sequences Math 5021-5022, 5031-5032, 5041-5042(3), 5051-5052, 5061-5062 and passing the graduate qualifying exam for that course sequence, or
  - b) course work includes all the requirements for the department's Honors Program in Statistics (<http://wumath.wustl.edu/undergraduate/information-math-majors/honors-program-statistics>)
- Latin Honors. For majors in the College of Arts & Sciences, the department will recommend that the AB degree be awarded with Latin Honors if the student has an overall GPA of 3.65, as required by the college, and has earned the department award of High or Highest Distinction. These majors must apply to the department for admission to Candidacy for Latin Honors by the end of their junior year. The level of Latin Honors (cum laude, magna cum laude or summa cum laude) is determined by the college as described in the Arts & Sciences Academic Honors & Awards (p. 888) section of this *Bulletin*.

More details are available on the department's webpage (<http://wumath.wustl.edu>).

**Study Abroad:** Students interested in a semester or year abroad studying mathematics intensively should consider the Budapest Semesters in Mathematics Program (<http://www.budapestsemesters.com>).

## Minors

### The Minor in Mathematics

Units required: 24

Required courses:

| Code  | Title   | Units |
|---|---|-------|
| One course in computer science chosen from CSE 131, CSE 132, CSE 200, CSE 247 |   | 3     |
| Math 131  | Calculus I  | 3     |
| Math 132  | Calculus II   | 3     |
| Math 233  | Calculus III  | 3     |
| Math 309  | Matrix Algebra  | 3     |
| Math 318  | Introduction to Calculus of Several Variables           | 3     |
| or Math 308   | Mathematics for the Physical Sciences                   |       |
| Math 3200   | Elementary to Intermediate Statistics and Data Analysis | 3     |
| or Math 493   | Probability   |       |
| One additional upper-level (300- or 400-level) elective                       |   | 3     |
| Total Units   |   | 24    |

### Additional Information

- Students who entered Washington University before fall 2015 should visit the Prior Bulletins (<http://bulletin.wustl.edu/prior>) section of this *Bulletin* to view the minor requirements that were in place for the appropriate year of matriculation. These requirements can also be found from the department's undergraduate webpage (<http://wumath.wustl.edu/undergraduate-new/information-minors>).
- All required courses (lower- and upper-level) must be completed with a letter grade of C- or better.
- Math 318 and Math 308 cannot both be used to fulfill minor requirements.
- Courses transferred from other accredited colleges and universities with department approval can be counted. However,
  - courses transferred from a two-year college (such as a community college) cannot be used to satisfy upper-level requirements;
  - at least 6 of the upper-level units required in a minor must be earned at Washington University or in a Washington University-approved Overseas Study Program;
  - courses from University College cannot be used to fulfill major requirements.

- No upper-level course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (no "double-counting").
- At least three of the four upper-level courses required in the minor must be courses "home-based" in the math department. One approved course from another department may be substituted. Approved substitutions can be found on the department webpage (<http://wumath.wustl.edu/undergraduate-new/information-minors>).

## Courses

Visit online course listings to view semester offerings for L24 Math (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L24&crslvl=1:4>).

### L24 Math 100 Foundations for Calculus

A limited enrollment class for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric and algebraic viewpoints. A variety of approaches are used to present the material. Prerequisites: two years of high school algebra and a course in geometry (or the equivalent). Credit 3 units. A&S: NS A&S IQ: NSM

### L24 Math 1011 Introduction to Statistics

Basic concepts of statistics. Data collection (sampling, designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: two years of high school algebra. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

### L24 Math 109 Mathematics and Music

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: two years of high school algebra, and trigonometry. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

### L24 Math 131 Calculus I

Derivatives of algebraic, trigonometric and transcendental functions, techniques of differentiation, Mean Value Theorem, applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high-school algebra and precalculus, including trigonometry.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 132 Calculus II

Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, Taylor polynomials and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 139A Real Mathematical Applications: Solving Problems with Calculus I

This is a 1-credit course that can only be taken concurrently with Math 131, Calculus I. The purpose of the course is to show how mathematics can solve real-world problems, and how calculus dramatically expands the range of problems that can be tackled. Each class will be devoted to the analysis of some problems, which may include: dimensional analysis, the mathematics of convoys, Fibonacci numbers, fractals, linear regression, Euclid's algorithm, Stein's algorithm, network capacities, Braess' paradox, Galton's approach to surnames, how genes spread through populations, SIR model of infectious diseases. The first few classes will not use differentiation. Must be taken concurrently with Math 131. Credit 1 unit. Arch: NSM Art: NSM

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#### L24 Math 203 Honors Mathematics I

This is the first half of a one-year calculus sequence for first year students with a strong interest in mathematics with an emphasis on rigor and proofs. The course begins at the beginning but assumes the students have already studied the material from a more "mechanical" view. Students who complete both semesters will have completed the material Calc III and other topics that may let them move through the upper-level math curriculum more quickly. Sets, functions, real numbers, and methods of proof. The Riemann-Darboux integral, limits and continuity, differentiation, and the fundamental theorems of calculus. Sequences and series of real numbers and of functions. Vector spaces and linear maps. Prerequisite: Score of 5 on the AP Calculus Exam, BC version, or the equivalent. Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN

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#### L24 Math 204 Honors Mathematics II

Matrices, linear systems, and determinants. Eigenvalues and eigenvectors, diagonalization, and the spectral theorem. Scalar and vector fields, differential and integral calculus of several variables, and the fundamental theorems of Green, Gauss, and Stokes. Restricted to first year students who have completed Math 203 in the fall semester. Math 204 can replace Math 233 in major/minor requirements. Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 217 Differential Equations

Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods, numerical solutions. Prerequisite: Math 233 (or Math 233 concurrently). Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 220 Finite Mathematics

Topics selected from number theory, combinatorics and graph theory. Methods of proof and practical applications: for example, calendars, scheduling, communications, encryption. Prerequisite: high school algebra. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 2200 Elementary Probability and Statistics

An introduction to probability and statistics. Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, nonparametric methods, Student's  $t$ , analysis of variance, regression and contingency tables. Graphing calculator with statistical distribution functions (such as the TI-83) may be required. Prerequisite: Math 131. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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#### L24 Math 233 Calculus III

Multivariable calculus. Topics include differential and integral calculus of functions of two or three variables: vectors and curves in space, partial derivatives, multiple integrals, line integrals, vector calculus at least through Green's Theorem. Prerequisite: Math 132 or a score of 4-5 on the Advanced Placement Calculus Exam (BC version). Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 266 Math for Elementary School Teachers

A review of elementary school mathematics at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Restricted to majors in Elementary Education. Prerequisite: two years of high school mathematics. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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#### L24 Math 302 Elementary Geometry From an Advanced Point of View

A rigorous modern treatment of Euclidean geometry and an introduction to non-Euclidean geometry. Prerequisite: Math 310 or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L24 Math 308 Mathematics for the Physical Sciences

Continuation of Math 233 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisite: Math 233 and 217, or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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#### L24 Math 309 Matrix Algebra

An introductory course in linear algebra that focuses on Euclidean  $n$ -space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces. Prerequisite: Math 132.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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**L24 Math 310 Foundations for Higher Mathematics**

Introduction to the rigorous techniques used in more advanced mathematics. Topics include postpositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems and in other areas such as elementary number theory, combinatorial arguments and elementary proofs in analysis. Prerequisite: Math 233. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 310W Foundations for Higher Mathematics with Writing**

Refer to the description for Math 310. Math 310W is a writing-intensive version of Math 310. Students participate in the regular Math 310 lectures and are responsible for all the exams and assignments associated with Math 310. Students in Math 310W have one additional meeting each week to deal with writing issues. At least three papers (four to five pages in length) are required, each with at least one revision. Prerequisite: Math 233 or permission of instructor.

Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI

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**L24 Math 312 Differential Equations and Dynamical Systems**

Qualitative theory of ordinary differential equations. Picard's existence and uniqueness theorem, the phase plane, Poincare-Bendixon theory, stationary points, attractors and repellers, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217.

Credit 3 units. A&S: NS Art: NSM

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**L24 Math 318 Introduction to Calculus of Several Variables**

Selected topics for functions of several variables involving some matrix algebra and presented at a level of rigor intermediate between that of Calculus III and higher-level analysis courses. Students may not receive credit toward a mathematics major or minor for both Math 308 and 318. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 320 Elementary to Intermediate Statistics and Data Analysis**

An introduction to probability and statistics. Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, Bayesian inference, nonparametric methods, Student's t, contingency tables, multifactor analysis of variance, fixed effects, random effects, mixed models, multiple regression, maximum likelihood and logistic regression. Graphing calculator with Z, t, chi-square and F distribution functions (such as the TI-83 series) may be required. Calculus and the SAS software package are both used in an essential way. Prerequisite: Math 233 or permission of the instructor.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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**L24 Math 322 Biostatistics**

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity,

Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisites: Math 3200, or a strong performance in Math 2200 and permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 331 Algebraic Systems**

Polynomials, binomial expansions, factoring, rings (integers and polynomials), unique factorization, and other topics relevant to the high school curriculum. Designed for future secondary school teachers and other students looking for a course in algebra at a less abstract level than Math 430. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 3351 Elementary Theory of Numbers**

Divisibility properties of integers, congruences, quadratic reciprocity, Diophantine equations. Introduction to continued fractions and a brief discussion of public key cryptography. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 350 Topics in Applied Mathematics**

Topics change with each offering of the course. Past topics have included "Mathematics and Multimedia," "The Mathematics and Chemistry of Reaction-Diffusion Systems," "Mathematical Biology," and "Simulation Analysis of Random Processes" and "Introduction to Monte Carlo Methods." Prerequisites will vary but always include at least Math 233, Math 309 and basic programming skills in some language.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 370 Introduction to Combinatorics**

Basics of enumeration (combinations, permutations and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory and introductory graph theory. As time permits, additional topics may include Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods in combinatorics. Prerequisites: Math 132, 309 and 310, or permission of the instructor.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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**L24 Math 371 Graph Theory**

Introduction to graph theory including the basic definitions and theorems and some more advanced topics that drive much current research in graph theory: Ramsey's Theorem, random graph theory and, if time permits, Szemerédi's regularity lemma. Graphs are studied as abstract objects; however, graph theory is also of interest to applied mathematicians because graphs are natural models for networks (social, electric). Prerequisite: Math 310 or a roughly equivalent course, or permission of instructor. Students should know what a proof is and how to produce one. Some informal understanding of probability is helpful, but students need not have taken a probability course.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 400 Undergraduate Independent Study**

Approval of instructor required.

Credit variable, maximum 3 units.

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**L24 Math 403C Mathematical Logic I**

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness and decidability. Prerequisite: Phil 301G or equivalent, or a background in mathematics.

Same as L30 Phil 403

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L24 Math 404C Mathematical Logic II**

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Phil 403 or a strong background in mathematics.

Same as L30 Phil 404

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L24 Math 406 Topics in Analysis: Special Bases in Analysis**

The course considers the construction of specific orthonormal bases for the Hilbert spaces  $L^2(\mathbb{R}^n)$ . We look at the Fourier series bases in  $L^2([0,1])$ , which are then used for the construction of two types of orthonormal bases in the more general setting of  $\mathbb{R}^n$ : wavelets and Gabor bases. Some aspects of extensions to other Hilbert spaces are considered. In general, these bases are used to analyze "signals" or functions on  $\mathbb{R}^n$  having either real or complex values, and they should be "efficient" in some sense. We look at the types of efficiency that are most useful in several types of application in sciences and engineering. Prerequisites: Math 233, 309, and 310, or permission of instructor. In particular, students are expected to understand derivatives and Riemann integration; topics related to the more general Lebesgue integral are discussed as needed. Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 407 An Introduction to Differential Geometry**

A study of properties of curves and surfaces in 3-dimensional Euclidean space. The course is essentially a modern recounting of a seminal paper of Gauss. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S: NS

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**L24 Math 408 Nonparametric Statistics**

Statistical methods that make few or no assumptions about the data distribution. Permutation tests of different types; nonparametric confidence intervals and correlation coefficients; jackknife and bootstrap resampling; nonparametric regressions. If there is time, topics chosen from density estimation and kernel regression. Short computer programs will be written in a language like R or C. Prerequisites: CSE 131 or 200, Math 3200 and Math 493, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 410 Introduction to Fourier Series and Integrals**

The basic theory of Fourier series and Fourier integrals including different types of convergence. Applications to certain differential equations. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 4111 Introduction to Analysis**

The real number system and the least upper-bound property; metric spaces (completeness, compactness and connectedness); continuous functions (in  $\mathbb{R}^n$ ; on

compact spaces; on connected spaces);  $C(X)$  (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor. Credit 3 units. A&S: NS, QA A&S IQ: NSM

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**L24 Math 4121 Introduction to Lebesgue Integration**

Riemann integration; measurable functions; measures; Lebesgue measure; the Lebesgue integral; integrable functions;  $L^p$  spaces; modes of convergence; decomposition of measures; product measures. Prerequisite: Math 4111 or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L24 Math 415 Partial Differential Equations**

Introduction to the theory of PDE's with applications to selected classical problems in physics and engineering. Linear and quasilinear first-order equations, derivation of some of the classical PDE's of physics, and standard solution techniques for boundary and initial value problems. Preliminary topics such as orthogonal functions, Fourier series and variational methods introduced as needed. Prerequisites: Math 217 and Math 309, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 416 Complex Variables**

Analytic functions, elementary functions and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, conformal mapping and applications. Prerequisites: Math 318, Math 308 or ESE 317, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 4171 Topology I**

An introduction to the most important ideas of topology. Course includes necessary ideas from set theory, topological spaces, subspaces, products and quotients, compactness and connectedness. Some time is also devoted to the particular case of metric spaces (including topics such as separability, completeness, completions, the Baire Category Theorem, and equivalents of compactness in metric spaces). Prerequisite: Math 4111 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 418 Introduction to Topology and Modern Analysis II**

Continuation of Math 417. May include some algebraic topology (depending on material covered in 417). Prerequisite: Math 417.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 4181 Topology II**

A continuation of Math 4171 featuring more advanced topics in topology. The content may vary with each offering. Prerequisite: Math 4171, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 420 Experimental Design**

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: CSE 131 or 200, Math 3200, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 429 Linear Algebra**

Introduction to the linear algebra of finite-dimensional vector spaces. Includes systems of equations, matrices, determinants, inner product spaces, spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite but students already should be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction and Gaussian elimination. Material on these topics in early chapters of the text are covered very quickly.

Credit 3 units. A&S: NS, QA A&S IQ: NSM Art: NSM

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**L24 Math 430 Modern Algebra**

Introduction to groups, rings and fields. Includes permutation groups, group and ring homomorphisms, field extensions, connections with linear algebra. Prerequisite: Math 429 or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 434 Survival Analysis**

Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry. Prerequisites: CSE 131 or 200, Math 309 and 3200, or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 4351 Number Theory and Cryptography**

The course covers many of the basics of elementary number theory, providing a base from which to approach modern algebra, algebraic number theory and analytic number theory. It also introduces one of the most important real-world applications of mathematics, namely the use of number theory and algebraic geometry in public key cryptography. Topics from number theory involve divisibility (Euclidean algorithm, primes, Fundamental Theorem of Arithmetic), congruences (modular arithmetic, Chinese Remainder Theorem, primality testing and factorization). Topics from cryptography include RSA encryption, Diffie-Hellman key exchange and elliptic curve cryptography. Topics about algebraic numbers may be included if time permits. Prerequisites: Math 233, 309 and 310 (or permission of instructor).

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 436 Algebraic Geometry**

Introduction to affine and projective algebraic varieties; the Zariski topology; regular and rational mappings; simple and singular points; divisors and differential forms; genus; the Riemann-Roch theorem. Prerequisites: Math 318, Math 429 and Math 430, or permission of the instructor.

Credit 3 units. A&S: NS Art: NSM

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**L24 Math 439 Linear Statistical Models**

Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, collinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective, and use of the computer (mostly R) to analyze data will be emphasized.

Prerequisite: CSE 131 or 200, Math 3200 and a course in linear algebra (such as Math 309 or 429), or permission of instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 4392 Advanced Linear Statistical Models**

Review of basic linear models relevant for the course; generalized linear models including logistic and Poisson regression (heterogeneous variance structure, quasiliikelihood); linear mixed-effects models (estimation of variance components, maximum likelihood estimation, restricted maximum likelihood, generalized estimating equations), generalized linear mixed-effects models for discrete data, models for longitudinal data, optional multivariate models as time permits. The computer software R is used for examples and homework problems. Implementation in SAS is mentioned for several specialized models. Prerequisites: Math 439 and a course in linear algebra (such as Math 309 or Math 429), or consent of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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**L24 Math 449 Numerical Applied Mathematics**

Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: CSE 200 or CSE 131 (or other computer background with permission of the instructor); Math 217 and Math 309.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 450 Topics in Applied Mathematics**

Topic may vary with each offering of the course. Prerequisites: CSE 131 (or 200) and Math 449, or permission of the instructor. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L24 Math 456 Topics in Financial Mathematics**

An introduction to the principles and methods of financial mathematics, with a focus on discrete-time stochastic models. Topics include no-arbitrage pricing of financial derivatives, risk-neutral probability measures, the Cox-Ross-Rubenstein and Black-Scholes-Merton options pricing models, and implied volatility. Prerequisites: Math 233 and Math 3200 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 459 Bayesian Statistics**

Introduces the Bayesian approach to statistical inference for data analysis in a variety of applications. Topics include: comparison of Bayesian and frequentist methods, Bayesian model specification, choice of priors, computational methods such as rejection sampling, and stochastic simulation (Markov chain Monte Carlo), empirical Bayes method, hands-on Bayesian data analysis using appropriate software. Prerequisites: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience such as CSE 131 is also helpful (consult with the instructor).

Credit 3 units. A&S: NS A&S IQ: NSM

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**L24 Math 460 Multivariate Statistical Analysis**

Review of basic random vectors and linear algebra relevant for the course; sample mean, variance and correlation as matrix

operations and their geometric interpretation; multivariate normal distributions; sampling distributions and properties of sample mean and variance; Hotelling's  $T^2$  and likelihood ratio tests; one-way MANOVA; two-way MANOVA; multivariate regression models; principal components analysis; factor analysis; discrimination and classification; clustering and grouping. The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized analyses. Prerequisites: CSE 131 or 200, Math 493, Math 439, and a course in linear algebra (e.g., Math 309 or 429), or consent of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L24 Math 461 Time Series Analysis

Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap confidence intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software. Prerequisites: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience may also be helpful (consult with the instructor).

Credit 3 units. A&S IQ: NSM

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#### L24 Math 469 Linear Algebra in Combinatorics

Many problems in combinatorics can be solved in surprising ways using linear algebra. The course will consider several types of problems to which linear algebra methods can be applied, reviewing some requisite ideas from linear algebra (and perhaps learning some new ones) along the way. Prerequisites: Math 310 and Math 429, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L24 Math 470 Graph Theory

Graph theory entails aspects of counting theory, combinatorics, algebra, geometry and even some analysis. This course presents many of the most basic concepts and then develops several modern applications. Topics include fundamental results and uses of graphs, Euler's theorem, the adjacency matrix, eigenvalues and the Laplacian, isoperimetric problems, paths and flows, randomness in graphs, symmetric graphs, subgraphs, Harnack inequalities, Sobolev inequalities. Prerequisites: Math 310 and Math 318 (or equivalent background with permission of the instructor).

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L24 Math 475 Statistical Computation

An introduction to programming in SAS (Statistical Analysis System) and applied statistics using SAS: contingency tables and Mantel-Haenszel tests; general linear models and matrix operations; simple, multilinear, and stepwise regressions; ANOVAs with nested and crossed interactions; ANOVAs and regressions with vector-valued data (MANOVAs). Topics chosen from discriminant analysis, principal components analysis, logistic regression, survival analysis, and generalized linear models. Prior acquaintance with SAS at the level introduced in Math 3200 is assumed. Prerequisites: CSE 131 or 200, Math 3200 and 493 (or 493 concurrently), or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L24 Math 481 Group Representations

Ideas and techniques in representation theory of finite groups and Lie groups.

Credit 3 units. A&S: NS

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#### L24 Math 493 Probability

Mathematical theory and application of probability at the advanced undergraduate level; a calculus-based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. Prerequisites: Math 318 or Math 308 and permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L24 Math 494 Mathematical Statistics

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Prerequisites: CSE 131 or 200, Math 3200 and 493, or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L24 Math 495 Stochastic Processes

Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes and a short introduction to martingales, Brownian motion and stochastic integrals. Prerequisites: Math 318 and Math 493, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L24 Math 496 Topics in Statistics

Topic varies with each offering.

Credit 3 units. A&S: NS Art: NSM

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#### L24 Math 496A Topics in Algebra

Topic varies with each offering.

Credit 3 units. A&S: NS A&S IQ: NSM

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#### L24 Math 497 Topics in Mathematics

Selected topics in undergraduate mathematics.

Credit 1 unit. A&S: NS Art: NSM

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#### L24 Math 499 Study for Honors

Prerequisites: junior or senior standing, eligibility for honors work in mathematics and permission of the department's director of undergraduate studies.

Credit 3 units. Art: NSM

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## Medical Humanities

The minor in medical humanities draws on courses from a variety of departments and programs including art history, classics, history, languages and literature, music,

philosophy, and gender and sexuality studies. It is available to undergraduates beginning with the Class of 2018; prospective minors are invited to apply ([http://cenhum.artsci.wustl.edu/undergraduate/medical\\_humanities/application](http://cenhum.artsci.wustl.edu/undergraduate/medical_humanities/application)) toward the end of each fall and spring semester. The minor is housed in the Washington University Center for the Humanities.

The minor approaches health, disease and medical care as culturally embedded human experiences that vary across time and place. In addition to exploring health, disease and medical care as core human experiences, the program of study is designed to provide a solid grounding in the textual-historical approach essential to all humanities scholarship. The minor combines disciplinary diversity with thematic unity to engage students with a set of tightly related "big" topics and issues. These include the contested meanings of health and disease; the ethical dimensions of medicine; illness narratives; debates over health and development; the role of medicine in war, empire and nation building; the relationship between religion and medicine; exchange and friction between biomedicine and other healing traditions; and the burden of disease as it relates to gender, race and class.

Medical Humanities aspires to instill values shared by all humanities disciplines: to appreciate multiple worlds and viewpoints, to communicate clearly and gracefully, and to read and think critically. Students will emerge from the minor able to apply the insights and critical methods of literature, philosophy, history and the arts to subjects often left solely to the natural and social sciences. Its goal is to demonstrate the enduring relevance of humanistic inquiry to understanding a basic realm of human experience.

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## Faculty

### Director

**Rebecca Messbarger** (<http://rll.wustl.edu/people/messbarger>)  
Professor  
PhD, University of Chicago  
(Italian; International and Area Studies; History; Women, Gender, and Sexuality Studies)

### Academic Coordinator

**Wendy Love Anderson** (<http://cenhum.artsci.wustl.edu/people/anderson>)  
Academic Coordinator  
PhD, University of Chicago  
(Center for the Humanities)

### Faculty Advisory Committee

**Barbara Baumgartner** ([https://wgss.artsci.wustl.edu/people/baumgartner\\_barbara](https://wgss.artsci.wustl.edu/people/baumgartner_barbara))  
Senior Lecturer; Director of Undergraduate Studies, Women, Gender, and Sexuality Studies  
PhD, Northwestern University  
(Women, Gender, and Sexuality Studies)

**Amy Eisen Cislo** ([https://wgss.artsci.wustl.edu/people/cislo\\_amy](https://wgss.artsci.wustl.edu/people/cislo_amy))  
Senior Lecturer  
PhD, Washington University  
(Women, Gender, and Sexuality Studies)

**Carl Craver** ([http://philosophy.artsci.wustl.edu/people/Carl\\_Craver](http://philosophy.artsci.wustl.edu/people/Carl_Craver))  
Professor  
PhD, University of Pittsburgh  
(Philosophy; Philosophy-Neuroscience-Psychology)

**Robert Feibel** (<https://historyofmedicine.wustl.edu/the-center/about-the-director>)  
Professor of Clinical Ophthalmology; Director of the Center for History of Medicine  
MD, Harvard University  
(Center for History of Medicine, School of Medicine)

**Jennifer Kapczynski** ([http://german.wustl.edu/people/kapczynski\\_jennifer](http://german.wustl.edu/people/kapczynski_jennifer))  
Associate Professor  
PhD, University of California, Berkeley  
(Germanic Languages and Literatures)

**Kristina Kleutghen** (<http://arthistory.artsci.wustl.edu/people/kristina-kleutghen>)  
David W. Mesker Career Development Professor of Art History  
PhD, Harvard University  
(Art History and Archaeology)

**Steven Meyer** ([http://english.artsci.wustl.edu/steven\\_meyer](http://english.artsci.wustl.edu/steven_meyer))  
Associate Professor  
PhD, Yale University  
(English)

**Patricia Olynyk** ([http://www.samfox.wustl.edu/portfolios/faculty/patricia\\_olynyk](http://www.samfox.wustl.edu/portfolios/faculty/patricia_olynyk))  
Florence and Frank Bush Professor of Art; Director, Graduate School of Art  
MFA, California College of the Arts  
(Sam Fox School of Design and Visual Arts)

**Christina Ramos** (<http://history.artsci.wustl.edu/christina-ramos>)  
Assistant Professor  
PhD, Harvard University  
(History)

**Luis Salas** (<http://classics.artsci.wustl.edu/luis-salas>)

Assistant Professor  
PhD, University of Texas at Austin  
(Classics)

**Corinna Treitel** ([http://history.artsci.wustl.edu/corinna\\_treitel](http://history.artsci.wustl.edu/corinna_treitel))

Associate Professor  
PhD, Harvard University  
(History)

## Majors

Medical humanities is an interdepartmental minor; Washington University does not offer an independent major in medical humanities.

## Minors

### The Minor in Medical Humanities

Units required: 18

At least one gateway course (3 units) is required for the minor. These include:

| Code         | Title                               | Units |
|--------------|-------------------------------------|-------|
| MedH 130     | The Art of Medicine                 | 3     |
| History 1640 | Health and Disease in World History | 3     |
| MedH 233F    | Biomedical Ethics                   | 3     |

An additional 15 units of Medical Humanities courses are required to complete the minor: at least 12 of these units must be core courses, designated by the "CFH MH" attribute, while the remaining three credits can come from either the core or affiliate lists (below). At least 9 units of core courses must be at the 300 level or above. Core courses include the gateway courses, as well as:

| Code         | Title  | Units |
|--------------|--|-------|
| MedH 126     | Chinese for Medical Purposes   | 3     |
| Hist 2216    | Books and Bodies (U16)   | 1     |
| Phil 3001    | Philosophy of Medicine   | 3     |
| History 301R | Historical Methods — European History (when offered as The Black Death and the Plague in Europe) | 3     |
| MedH 3031    | Music and Healing  | 3     |
| WGSS 3041    | Making Sex and Gender: Understanding the History of the Body                                     | 3     |
| MedH 3044    | Humors, Pox, and Plague: Medieval and Early Modern Medicine                                      | 3     |
| History 3067 | Current Topics in the History of Medicine  | 3     |
| MedH 310     | From Hysteria to Hysterectomy: Women's Health Care in America                                    | 3     |
| MedH 3112    | Exposition: Writing and Medicine   | 3     |

|               |  |   |
|---------------|--|---|
| IS 326        | The Doctor Is In: Anton Chekhov and Narrative Medicine (U43)                               | 3 |
| MedH 353      | Medical Spanish  | 3 |
| MedH 360      | Trans Studies  | 3 |
| Phil 366      | Art and the Mind-Brain   | 3 |
| History 3672  | Medicine, Healing and Experimentation in the Contours of Black History                     | 3 |
| ELit 370      | The Writing and Representation of Pain (U65)   | 3 |
| MedH 3801     | Ancient Greek and Roman Medicine   | 3 |
| MedH 391      | Literature and Medicine  | 3 |
| MedH 4033     | Culture, Illness, and Healing in Asia  | 3 |
| MedH 418      | Sexuality and Gender in East Asia  | 3 |
| Classics 4361 | Topics in Ancient Studies (when offered as Science and Medicine in Ancient Greek and Rome) | 3 |
| French 447    | The Medieval Literary Arts (when offered as Body & Disability in Medieval Literature)      | 3 |
| Drama 456     | A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer        | 3 |
| Classics 4647 | Ancient Madness  | 3 |
| MedH 4885     | Advanced Seminar: Medicine, Disease, and Empire  | 3 |
| MedH 4990     | Advanced Seminar: History of the Body  | 3 |
| History 49CJ  | Advanced Seminar: Medicine on the Frontiers  | 3 |

**Please note:** The 9 credits of advanced medical humanities core courses (at the 300 level or above) must also come from at least **two** of six different disciplinary categories: Classics & Art History; History; Languages/Literature/Culture; Performing Arts & Music; Philosophy; and Women, Gender, and Sexuality Studies. Core courses may also require additional prerequisites within their home departments or programs.

**Up to 3 units of affiliate courses from complementary disciplines** in the sciences and social sciences (designated by the "CFH MHA" attribute) may be applied to the minor. These include:

| Code        | Title  | Units |
|-------------|--|-------|
| AMCS 226    | Sociological Approaches to American Health                       | 3     |
| Anthro 3201 | Gender, Culture and Madness                                      | 3     |
| Anthro 3283 | Introduction to Global Health                                    | 3     |
| Anthro 3310 | Health, Healing and Ethics: Introduction to Medical Anthropology | 3     |

|             |  |   |
|-------------|--|---|
| Anthro 3620 | Anthropological Perspectives on the Fetus  | 3 |
| Anthro 3626 | Adventures in Nosology: The Nature and Meaning of Disease                            | 3 |
| Psych 399   | Living, Dying and Death: A Biopsychosocial Approach to Understanding the End of Life | 3 |

## Additional Information

The medical humanities minor may be declared beginning with the Class of 2018. Students are invited to apply ([http://cenhum.artsci.wustl.edu/undergraduate/medical\\_humanities/application](http://cenhum.artsci.wustl.edu/undergraduate/medical_humanities/application)) at the end of spring semester of their freshman year or any time thereafter. Application deadlines typically fall several weeks before the end of the fall and spring semesters (i.e., mid- to late November and April). Brief, informal interviews with prospective minors will be held at the end of each semester, usually during reading period.

The most up-to-date list of medical humanities courses and medical humanities affiliate courses can be found by searching Washington University Course Listings for the "CFH MH" and "CFH MHA" attributes, or by consulting the lists online ([http://cenhum.artsci.wustl.edu/undergraduate/medical\\_humanities/requirements](http://cenhum.artsci.wustl.edu/undergraduate/medical_humanities/requirements)).

## Courses

Medical Humanities began listing courses under the L85 MedH designation in spring 2017; we are adding new courses to that designation as they are offered, but many of our core courses are not yet represented in the list below. For a more complete list of Medical Humanities courses, please consult the Minors section of this page or search Course Listings (<https://acadinfo.wustl.edu/Courselistings/Semester/Search.aspx>) for the CFH MH (Medical Humanities) and CFH MHA (Medical Humanities: Affiliate) attributes.

### L85 MedH 126 Chinese for Medical Purposes

This course is the continuation of Beginning Chinese taught in the fall at the Shanghai Fudan program. The spring course is targeted specifically to pre-medicine and/ or health care students who have studied at the Shanghai Fudan program in the fall. Students without the Fudan experience can also enroll after language evaluation. Prerequisites: L04 101D, L04 117F or the equivalent.

Same as L04 Chinese 126

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

### L85 MedH 130 The Art of Medicine

This interdisciplinary, cross-school course at the intersection of the humanities and medicine offers students a singular encounter with the changing art and craft of medicine from ancient times to the present day. The course highlights transformational moments in the chronological history of medicine. It engages a variety of texts, including primary works and scholarship in the history of medicine as well as artworks and literary and dramatic narratives that represent the body,

disease and healing care. A principal aim is for students to learn to see medicine as a social practice deeply implicated in the beliefs and struggles of particular cultural and historical contexts. Collaborating faculty come from the School of Engineering, the Washington University School of Medicine, the Sam Fox School of Design & Visual Arts and the School of Arts & Sciences. This course is for freshmen only.

Same as I50 InterD 130

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

### L85 MedH 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

### L85 MedH 3031 Music and Healing

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, postcolonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Same as L27 Music 3031

Credit 3 units. A&S: CD A&S IQ: LCD BU: BA EN: H

### L85 MedH 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM BU: BA EN: H

### L85 MedH 307 Writing and Medicine

Same as L13 Writing 307

Credit 3 units. A&S IQ: HUM, WI EN: H

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**L85 MedH 310 From Hysteria to Hysterectomy: Women's Health Care in America**

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L85 MedH 312 Exposition: Writing and Medicine**

For students who have a particular interest in health, illness and medical care. Exposition is a course that considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course involves frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument and emphasis. Students in this special section of Exposition read essays, journalism and personal narratives about the experience of physicians and patients in the modern health care system. Students use expository writing to think critically and personally about their own experiences with illness and disease. Pre-medical students might use this opportunity to write and think about the anticipated rewards and challenges of the profession they hope to join.

Same as L13 Writing 3112

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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**L85 MedH 353 Medical Spanish**

Designed for future medical professionals, this course will provide students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students will be given priority. Prerequisite: Span 307D.

Same as L38 Span 353

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM

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**L85 MedH 360 Trans Studies**

Trans\* Studies is an interdisciplinary course that was previously named Transgender Studies. The new course title represents the development of the field and the identity in U.S. culture. In this course students engage with the following questions: When and why did the category gender emerge? What is the relationship between sex, sexuality and gender? How have the fields of medicine and psychology dealt with gender? How have approaches to "gender dysphoria" changed over time? Why is LGBT grouped together as a social movement? What are the advantages and disadvantages of this grouping? What are the legal obstacles faced by people who resist normative gender categories? What legal obstacles are faced by people who transition from one sex to another? To what extent do U.S. citizens have autonomy over defining their gender or sex? How are trans people represented in fiction? What does it mean to apply transgender theory to interpret fictional accounts of trans? Any of the following are suitable (but not required) courses to take before enrolling in this class: WGSS 100B, WGSS 105, WGSS 205 or WGSS 3091.

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Same as L77 WGSS 360

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L85 MedH 3801 Ancient Greek and Roman Medicine**

This course introduces the student to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. In the end, we will find ourselves in the Middle Ages. Our focus will be on Greco-Roman medicine: how disease was understood; how disease was treated surgically, pharmacologically, and through diet; the intellectual origins of Greek medicine; the related close relationship between Greco-Roman medicine and philosophy; and the social status of medical practitioners. We will also discuss how medicine was written and in what terms its practitioners conceived it.

Same as L08 Classics 3801

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L85 MedH 391 Literature and Medicine**

Same as L14 E Lit 391

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L85 MedH 4033 Culture, Illness, and Healing in Asia**

This course examines the place of health, illness and healing in Asian societies. We explore how people experience, narrate and respond to illness and other forms of suffering — including political violence, extreme poverty and health inequalities. In lectures and discussions we discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course familiarizes students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Same as L48 Anthro 4033

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L85 MedH 418 Sexuality and Gender in East Asia**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and

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films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM

Art: HUM EN: H

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### L85 MedH 4885 Advanced Seminar: Medicine, Disease, and Empire

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the 16th century through the 20th century. Topics covered include: epidemic disease outbreaks (e.g., smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Same as L22 History 4885

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

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### L85 MedH 4990 Advanced Seminar: History of the Body

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources — including vital statistics, paintings and photographs, hospital records, and sex manuals — to reconstruct changes in how humans have conceptualized and experienced their own bodies. We pay particular attention to the intersection of European cultural history and history of medicine since 1500.

Same as L22 History 4990

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM

Art: HUM EN: H

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## Medicine and Society

The Medicine and Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface of culture, behavior and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis upon service and research opportunities. The program is supported by a grant from the Danforth Foundation and administered through the Department of Anthropology.

### Eligibility

The Medicine and Society Program is a four-year program designed for matriculating first-year students. Upon acceptance to Washington University in the spring, students may apply online for admission to the program by indicating their interest in Medicine and Society. A description of the program and how to apply online is in *Getting Started*, a brochure sent to students in mid-May.

Admission to this program is highly competitive. Academic credentials, aptitude and interest in a health-related career, and personal statements all will be considered in selecting 20 participants to join the entering cohort. The program will particularly appeal to students with a long-term commitment to careers in the health professions and related areas.

## Curriculum

Medicine and Society has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time and space. Medical anthropologists examine the role of culture and society in shaping illness experiences. Foci of inquiry may include such issues as traditional health beliefs and practices; cultural clashes between traditional medicine and biomedicine; political and economic foundations of health disparities; alternative and complementary medicine; social and behavioral factors affecting disease rates; and public health responses to emerging health problems. These topics all share a focus on community as a primary area of inquiry and population as a primary unit of analysis.

## The Program

### Requirements for the Medicine and Society Program

Once admitted to the program, students must complete the following:

- First-Year Medicine and Society Seminar
- Community Health Internship
- Anthro 260 Topics in Health and Community
- A major or minor in anthropology or the global health and environment track of anthropology
- Senior Capstone or Honors Thesis

Students who are accepted into the Medicine and Society Program are enrolled in a year-long First-Year Seminar on culture, health and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning as early as the sophomore year, students identify and select a community health site for internship placement. The internship opportunity provides students with a location for focusing their interest and involvement in community health and allows students to participate in the work of the host organization. During the junior and senior years, students have the opportunity to intensify their academic and service activities at the internship site, which may culminate in a Senior Honors thesis or Capstone project based upon original research and investigation. Students in the Medicine and Society Program are encouraged to graduate with honors, based upon their independent research and academic achievement.

This course of study provides an excellent foundation for future graduate work in medicine, public health or any of the allied health professions such as nursing or physical and occupational therapy. Students who complete the program also will be highly competitive for admission to other professional schools such as law, business or social work.

## Personnel

Medicine and Society is directed by Bradley Stoner, a medical anthropologist and infectious disease physician at Washington University. Dr. Stoner has extensive experience as a physician and public health researcher and holds a joint appointment in the Department of Internal Medicine at Washington University School of Medicine. He oversees student training in medical anthropology and placement in the community internship sites. Students also have full access to other faculty in anthropology and related disciplines who offer courses of relevance and interest.

**Contact:** Dr. Bradley Stoner  
**Phone:** 314-935-5673  
**Email:** bstoner@artsci.wustl.edu  
**Website:** [http://anthropology.artsci.wustl.edu/undergraduate/medicine\\_society](http://anthropology.artsci.wustl.edu/undergraduate/medicine_society)

## Faculty

### Director

**Bradley P. Stoner** ([http://anthropology.artsci.wustl.edu/stoner\\_bradley](http://anthropology.artsci.wustl.edu/stoner_bradley))  
Associate Professor  
MD, PhD, Indiana University  
(Anthropology)

### Professors

**Geoff Childs** ([http://anthropology.artsci.wustl.edu/childs\\_geoff](http://anthropology.artsci.wustl.edu/childs_geoff))  
PhD, Indiana University  
(Anthropology)

**Kenneth H. Ludmerer** (<http://history.artsci.wustl.edu/ludmerer>)  
MD, Johns Hopkins University  
(History)

**Carolyn Sargent** ([http://anthropology.artsci.wustl.edu/sargent\\_carolyn](http://anthropology.artsci.wustl.edu/sargent_carolyn))  
PhD, Michigan State University  
(Women, Gender, and Sexuality Studies)

**Glenn D. Stone** ([http://anthropology.artsci.wustl.edu/stone\\_glenn](http://anthropology.artsci.wustl.edu/stone_glenn))  
PhD, University of Arizona  
(Anthropology)

**L. Lewis Wall** ([http://anthropology.artsci.wustl.edu/wall\\_lewis](http://anthropology.artsci.wustl.edu/wall_lewis))  
DPhil, University of Oxford  
(Anthropology)

## Associate Professors

**Rebecca J. Lester** ([http://anthropology.artsci.wustl.edu/lester\\_rebecca](http://anthropology.artsci.wustl.edu/lester_rebecca))  
PhD, University of California, San Diego  
(Anthropology)

**Shanti A. Parikh** ([http://anthropology.artsci.wustl.edu/parikh\\_shanti](http://anthropology.artsci.wustl.edu/parikh_shanti))  
PhD, Yale University  
(African and African-American Studies; Anthropology)

## Senior Lecturer

**Barbara A. Baumgartner** ([http://wgss.artsci.wustl.edu/people/baumgartner\\_barbara](http://wgss.artsci.wustl.edu/people/baumgartner_barbara))  
PhD, Northwestern University  
(Women, Gender, and Sexuality Studies)

## Majors

The Medicine and Society Program is not a major/minor program; it is a four-year program that is available by application only.

Current students who are interested in the Medicine and Society curriculum are advised to investigate a major (p. 211) or minor in anthropology (p. 212) with a focus on medical anthropology or the optional global health and environment track (p. 211) of the anthropology major or minor.

## Minors

The Medicine and Society Program is not a major/minor program; it is a four-year program that is available by application only.

Current students who are interested in the Medicine and Society curriculum are advised to investigate a major (p. 211) or minor in anthropology (p. 212) with a focus on medical anthropology or the optional global health and environment track (p. 211) of the anthropology major or minor.

## Courses

Please refer to the requirements in the Medicine and Society Overview section where required courses are listed. Please visit the Anthropology (p. 213) page for specific course information.

## Medieval and Renaissance Studies

Interested students may pursue a minor in Medieval and Renaissance studies or a major in Renaissance studies under the auspices of the Interdisciplinary Project in the Humanities (IPH). The major offers students the opportunity to gain a broad understanding of the early modern world, the seedbed of modern Western civilization, through the integrated study of Renaissance literature, history, philosophy, art history and music. (A full description of the requirements for completing the Renaissance

studies track in the Interdisciplinary Project in the Humanities may be found in the general listing for the IPH (p. 528.)

Courses are drawn from a wide range of departments. This allows students to develop their own course of study, to select areas of concentration that are of particular personal interest, and to work closely with faculty from different areas. Students study the themes and social issues of the period through art, history, literature and popular culture. Topics examined include the rise of urban life, the flowering of vernacular languages and new literary genres, the growing emphasis on education, the reconception of pictorial representation and architectural space, the expression and subversion of power in politics and culture, and the transformation of religious doctrines and institutions.

**Contact:** Amy Lehman  
**Phone:** 314-935-4200  
**Email:** iph@wustl.edu  
**Website:** <http://iph.wustl.edu>

## Faculty

### Steering Committee

**Joseph Loewenstein** ([http://english.artsci.wustl.edu/Joe\\_Loewenstein](http://english.artsci.wustl.edu/Joe_Loewenstein))  
Professor  
PhD, Yale University  
(English)

**William E. Wallace** (<http://arthistory.artsci.wustl.edu/people/william-wallace>)  
Barbara Murphy Bryant Distinguished Professor of Art History  
PhD, Columbia University  
(Art History and Archaeology)

**Gerhild Scholz Williams** (<http://pages.wustl.edu/gerhildwilliams>)  
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington  
(German)

**Steven Zwicker** ([http://english.artsci.wustl.edu/Steven\\_Zwicker](http://english.artsci.wustl.edu/Steven_Zwicker))  
Stanley Elkin Professor in the Humanities  
PhD, Brown University  
(English)

### Faculty

**Daniel E. Bornstein** ([http://religiousstudies.artsci.wustl.edu/daniel\\_bornstein](http://religiousstudies.artsci.wustl.edu/daniel_bornstein))  
Stella K. Darrow Professor of Catholic Studies  
PhD, University of Chicago  
(History and Religious Studies)

**Nina Cox Davis** (<http://rl.wustl.edu/people/davis>)  
Associate Professor in Spanish  
PhD, Johns Hopkins University  
(Romance Languages)

**Robert Henke** ([http://pad.artsci.wustl.edu/robert\\_henke](http://pad.artsci.wustl.edu/robert_henke))  
Professor of Drama and Comparative Literature  
PhD, University of California, Berkeley  
(Performing Arts)

**Christine Johnson** (<http://iph.wustl.edu/people/christine-johnson>)  
Associate Professor of History  
PhD, Johns Hopkins University  
(Early Modern Germany; Renaissance culture; European expansion)

**David Lawton** ([http://english.artsci.wustl.edu/david\\_lawton](http://english.artsci.wustl.edu/david_lawton))  
Professor  
PhD, University of York  
(English)

**Mark Pegg** (<http://history.artsci.wustl.edu/pegg>)  
Professor  
PhD, Princeton University  
(History)

**Dolores Pesce** (<http://music.wustl.edu/people/pesce>)  
Avis Blewett Professor of Music  
PhD, University of Maryland  
(Music)

**Jessica A. Rosenfeld** ([http://english.artsci.wustl.edu/Jessica\\_Rosenfeld](http://english.artsci.wustl.edu/Jessica_Rosenfeld))  
Associate Professor  
PhD, University of Pennsylvania  
(English)

**Michael Sherberg** (<http://rl.wustl.edu/people/sherberg>)  
Professor of Italian  
PhD, University of California, Los Angeles  
(Romance Languages and Literatures)

## Majors

Students seeking a major concentration in Medieval or Renaissance studies are advised to pursue it under the aegis of either the Interdisciplinary Project in the Humanities (p. 528) or in one of the other departments or programs in the humanities. They should achieve foreign language competency in French, Spanish, German, Italian, Latin, Arabic or Greek, and are strongly urged to pursue their studies across several departments and programs.

## Minors

### The Minor in Medieval and Renaissance Studies

The minor in Western Medieval studies and the minor in Renaissance studies have the same structure. Students must complete two years of college-level language study in Spanish, French, Italian, Latin, German, Arabic or Greek and are encouraged to continue their foreign language study

further. They are expected to take six additional courses; three should come from the following list:

| Code         | Title   | Units |
|--------------|---|-------|
| Art-Arch 113 | History of Western Art, Architecture and Design         | 3     |
| History 101C | Western Civilization                                    | 3     |
| IPH 201C     | Classical to Renaissance Literature: Text and Tradition | 3     |
| IPH 203C     | Early Political Thought: Text and Tradition             | 3     |
| IPH 209      | Scriptures and Cultural Traditions                      | 3     |

**Units required:** 18

Students interested in pursuing the minor in Medieval and Renaissance studies should contact the offices of the Interdisciplinary Project in the Humanities (p. 528).

### Additional Information

In addition, students must take three courses in either Medieval or Renaissance studies (depending on the concentration chosen) from at least two different departments or programs. Students will select these three courses in consultation with their minor adviser: Michael Sherberg (<http://rll.wustl.edu/people/sherberg>) for Western Medieval studies and Joseph Loewenstein ([http://english.artsci.wustl.edu/Joe\\_Loewenstein](http://english.artsci.wustl.edu/Joe_Loewenstein)) for Renaissance studies.

### Courses

Please visit the Interdisciplinary Project in the Humanities (p. 528).

## Mind, Brain and Behavior

How do we think? What is human consciousness? What is the relationship between the mind, the brain and behavior? During the past few decades, an explosive growth of knowledge in the cognitive sciences has begun to yield answers to fundamental mysteries about the nature of human thought. Students in this two-year program investigate new theories and problems emerging from this interdisciplinary area of study.

The Mind, Brain and Behavior (MBB) program, which is open to incoming first-year students in the College of Arts & Sciences, is a two-year program that engages students with the research culture of the university. The program builds upon areas of research strength and increasing faculty collaboration within the university. It brings together faculty from several departments and students who share an interest in an area of study to create a lively intellectual and social community; to foster a culture of inquiry; and to enable students, early in their undergraduate career, to participate in research. For more information on the application process, visit the first-year programs webpage (<http://college.artsci.wustl.edu/firstyearprograms>).

First-year students take two core courses that provide an introduction to the interdisciplinary study of the mind-brain (MBB 120A Introduction to Study of the Mind-Brain: Psychological, Biological and Philosophical Perspectives; and MBB 122 Introduction to the Study of the Mind Brain II). These courses are taught collaboratively by faculty members from different disciplines. In the sophomore year, students are able to undertake research under the supervision of a faculty member who serves as a research mentor for the MBB program (MBB 300 Research in Mind, Brain and Behavior). Sophomores may choose among several research options, each combining independent work with opportunities to work collaboratively.

Participation in Mind, Brain and Behavior is fully compatible with all majors and pre-professional programs. Enrollment in Mind, Brain and Behavior is limited to 45 students each year.

**Contact:** Janet Duchek  
**Phone:** 314-935-7445  
**Email:** [jduchek@wustl.edu](mailto:jduchek@wustl.edu)

## Faculty

### Participating Faculty

**David A. Balota** (<http://psychweb.wustl.edu/people/david-balota>)  
Professor  
PhD, University of South Carolina  
(Psychology; Neurology)

**John Doris** ([http://philosophy.artsci.wustl.edu/people/John\\_Doris](http://philosophy.artsci.wustl.edu/people/John_Doris))  
Professor  
PhD, University of Michigan—Ann Arbor  
(Philosophy; Philosophy-Neuroscience-Psychology)

**Janet M. Duchek** (<http://psychweb.wustl.edu/people/janet-duchek>)  
Associate Professor  
PhD, University of South Carolina  
(Psychology)

**Steven E. Petersen** (<http://psychweb.wustl.edu/petersen>)  
James S. McDonnell Professor of Cognitive Neuroscience  
PhD, California Institute of Technology  
(Neurology and Neurological Surgery; Radiology; Psychology)

**Elizabeth Schechter** (<http://pages.wustl.edu/schechter>)  
Assistant Professor  
PhD, University of Maryland  
(Philosophy-Neuroscience-Psychology (PNP))

## Majors

The Mind, Brain and Behavior (MBB) program, which is open to matriculating first-year students in the College of Arts & Sciences, is a two-year program that engages students with the research culture of the university. There is no major in this area.

## Minors

The Mind, Brain and Behavior (MBB) program, which is open to matriculating first-year students in the College of Arts & Sciences, is a two-year program that engages students with the research culture of the university. There is no minor in this area.

## Courses

Visit online course listings to view semester offerings for L96 MBB (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L96&crslvl=1:4>).

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### L96 MBB 120A Introduction to Study of the Mind-Brain: Psychological, Biological and 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 addresses 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 is 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 Mind, Brain and Behavior program. Credit 3 units. A&S: NS A&S IQ: NSM BU: SCI

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### L96 MBB 122 Introduction to the Study of the Mind Brain II

In this course, participants in the Mind, Brain and Behavior program continue their exploration of cognitive science. We explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course contains an introduction to relevant topics in the philosophy of science and the philosophy of mind. Prerequisite: MBB/PNP 120. Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L96 MBB 300 Research in Mind, Brain and Behavior

An introduction to research for students in the Mind, Brain and Behavior program. Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain and Behavior program, completion of MBB/PNP 122, and permission of the mentor.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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## Music

The Department of Music offers a music program of exceptional quality and diversity. In this varied course of study, where music is approached as a liberal and fine art, rather than as an isolated,

separate subject, students may pursue practical and creative music making or study musical traditions and individual works. Music courses are open to all students in the university.

We offer students the opportunity to develop performance skills in voice or instruments through private instruction or through participation in small or large ensembles. Private music lessons with our prominent faculty, including members of the St. Louis Symphony, are available in voice, piano, organ, guitar, and all orchestral and jazz instruments.

Music majors can explore critical issues of tradition, individual composers, compositional craft, aesthetic interpretation, and music's social and cultural significance through a wide range of courses from introductory classes to highly specialized seminars. Instruction is available in jazz, popular music, world musics, the history and literature of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance, creative and academic endeavors in music are supported by a thorough grounding in musicianship and keyboard skills.

Music majors may take advantage of study abroad programs in music in Italy, England and France. Summer research projects under faculty direction also are available.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in music, the Bachelor of Music degree, a minor in music, and a minor in jazz studies. Students may take the AB degree in combination with a major in another field or as their primary major in a broad liberal arts education. Majoring in music can prepare students well for graduate work and for a variety of musical careers and other professions.

## Performance Opportunities

**Ensembles:** The department sponsors numerous performing ensembles that draw members from the university and the surrounding community. Students must audition for admission to the ensembles. All ensembles are available for graded credit, for credit/no credit, or off roster. Ensembles give one or more public performance each semester. Students who are enrolled for credit in one of the department's ensembles may be entitled to a scholarship that covers a portion of the fee for applied music lessons.

*Vocal Ensembles:* Concert Choir, Chamber Choir

*Instrumental Ensembles:* Flute Choir, Jazz Band, Chamber String Ensembles, Symphony Orchestra, Wind Ensemble, Jazz Combos

**Applied Music:** Students may take lessons in voice, piano, organ, guitar, and all orchestral and jazz instruments in the appropriate course sequences. A separate fee is charged for private instruction. Music majors and minors receive an applied music scholarship to cover all or a portion of the fee, respectively. If students enroll for credit in one of the

department's ensembles, they are entitled to a scholarship for a portion of the applied music fee each semester they are enrolled. In addition, the department has a limited number of partial scholarships based on need and merit.

**Contact:** Kim Daniels  
**Phone:** 314-935-5566  
**Email:** daniels@wustl.edu  
**Website:** <http://music.wustl.edu/undergraduate>

## Faculty

### Chair

**Todd Decker** (<http://music.wustl.edu/people/decker>)  
PhD, University of Michigan

### Endowed Professor

**Dolores Pesce** (<http://music.wustl.edu/people/pesce>)  
Avis Blewett Professor of Music  
PhD, University of Maryland

### Professors

**Todd Decker** (<http://music.wustl.edu/people/decker>)  
PhD, University of Michigan

**Jeffrey Kurtzman** (<http://music.wustl.edu/people/kurtzman>)  
PhD, University of Illinois

### Associate Professors

**Patrick Burke** (<http://music.wustl.edu/people/burke>)  
PhD, University of Wisconsin

**Robert Snarrenberg** (<http://music.wustl.edu/people/snarrenberg>)  
PhD, University of Michigan

### Assistant Professors

**Clare Bokulich** (<http://music.wustl.edu/people/bokulich>)  
PhD, Stanford University

**Ben Duane** (<http://music.wustl.edu/people/duane>)  
PhD, Northwestern University

**Denise Elif Gill** (<http://music.wustl.edu/people/gill>)  
PhD, University of California, Santa Barbara

**Christopher Stark** (<http://music.wustl.edu/people/stark>)  
DMA, Cornell University

**Alexander Stefaniak** (<http://music.wustl.edu/people/stefaniak>)  
PhD, Eastman School of Music

**Paul Steinbeck** (<http://music.wustl.edu/people/steinbeck>)  
PhD, Columbia University

### Professor of the Practice

**William Lenihan** (<http://music.wustl.edu/people/lenihan>)  
BMus, University of Missouri-Columbia

### Senior Lecturer

**Christine Armistead** (<http://music.wustl.edu/people/armistead>)  
MM, Washington University

### Lecturers

**Nicole Aldrich** (<http://music.wustl.edu/people/aldrich>)  
DMA, University of Maryland

**Amanda Kirkpatrick**  
MM, University of Missouri-Columbia

**L.J. White**  
PhD, Northwestern University

### Postdoctoral Research Associate

**Richard Deja**  
PhD, University of Illinois at Urbana-Champaign

### Professors Emeriti

**Hugh Macdonald**  
PhD, Cambridge University

**Craig Monson**  
PhD, University of California, Berkeley

**Robert Wykes**  
DMA, University of Illinois

## Majors

**Becoming a Music Major:** Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio or 400-level course.

## The Bachelor of Arts in Music Major

Total units required: 45

| Code  | Title  | Units |
|---|--|-------|
| Music 121C<br>& Music 122C<br>or Music 121J<br>& Music 122J | Classical Theory I<br>and Classical Theory II<br>Jazz Theory I<br>and Jazz Theory II | 6     |
| Music 221C  | Classical Theory III   | 3     |
| Music 2231  | Musicianship I (should be taken<br>concurrently with Music 221C)                     | 1     |

|  |  |    |
|--|--|----|
| Music 2241   | Musicianship III (should be taken concurrently with Music 321T)                          | 1  |
| 2 semesters of Keyboard Skills; course placement determined by piano faculty |  | 2  |
| Music 3012   | Music History II   | 3  |
| Music 3014   | Ethnomusicology  | 3  |
| Music 321T   | Music Theory IV: Topics in Music Theory  | 3  |
| Choose two of the following three courses (6 units):                         |  |    |
| Music 3011   | Music History I  | 3  |
| Music 3013   | Music History III  | 3  |
| Music 3015   | American Popular Music and Media   | 3  |
| Also required:   |  |    |
| Music 4991<br>or Music 4993  | Senior Project: Musicology or Analysis<br>Senior Honors Capstone: Musicology or Analysis | 3  |
| Lower-level elective units (courses, applied music or ensembles)             |  | 11 |
| Upper-level elective units (courses, applied music or ensembles)             |  | 3  |

## The Bachelor of Music Major

**Total units required:** 74-78

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program combining two or more areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration or composition portfolio. All majors also must pass a keyboard proficiency examination.

### Required courses:

| Code  | Title  | Units |
|---|--|-------|
| Music 121C<br>& Music 122C<br>or Music 121J<br>& Music 122J | Classical Theory I<br>and Classical Theory II<br>Jazz Theory I<br>and Jazz Theory II | 6     |
| Music 221C  | Classical Theory III   | 3     |
| Music 2231  | Musicianship I (should be taken concurrently with Music 221C)                        | 1     |
| Music 2241  | Musicianship III (should be taken concurrently with Music 321T)                      | 1     |
| Music 3011  | Music History I  | 3     |
| Music 3012  | Music History II   | 3     |
| Music 3013  | Music History III  | 3     |

|  |  |       |
|--|--|-------|
| Music 321T   | Music Theory IV: Topics in Music Theory  | 3     |
| Music 3231   | Advanced Musicianship  | 3     |
| 1 unit of keyboard skills per semester as necessary to complete Music 2242 |  | 1-4   |
| Music 4991<br>or Music 4993  | Senior Project: Musicology or Analysis<br>Senior Honors Capstone: Musicology or Analysis | 3     |
| Total Units  |  | 30-33 |

**Applied Music and Ensemble Requirements:** In addition to the courses listed above, BMus students also must register for applied music lessons and at least one ensemble every semester once the major has been declared. Students with a performance emphasis must take at least 2 units of applied music lessons per semester; all others must take at least 1 unit per semester.

**Elective courses:** Each of the five BMus concentrations includes additional requirements, as follows:

#### Performance Emphasis:

| Code  | Title  | Units |
|---|--|-------|
| Upper-level music history elective (other than Music 3011-Music 3013) |  | 3     |
| Music 4221  | Introduction to the Analysis of 20th-Century Music | 3     |
| 400- or 500-level music theory elective                               |  | 3     |
| Music 439   | Diction I  | 3     |
| Junior half-recital   |  | 0     |

#### Theory Emphasis:

| Code  | Title   | Units |
|---|---|-------|
| Music 4221  | Introduction to the Analysis of 20th-Century Music  | 3     |
| 400- or 500-level electives   |   | 12    |
| Upper-level music history elective (other than Music 3011-Music 3013) |   | 3     |
| Music 401<br>& Music 402<br>or Music 429<br>& Music 430               | Elementary Technique of Electronic Music<br>and Advanced Techniques of Electronic Music<br>Composition<br>and Composition | 6     |

#### Composition Emphasis:

| Code  | Title | Units |
|---|-------|-------|
| Upper-level music composition (Music 429, Music 430, repeatable)      |       | 12    |
| Upper-level music history elective (other than Music 3011-Music 3013) |       | 3     |

|  |  |   |
|--|--|---|
| Music 4221                               | Introduction to the Analysis of 20th-Century Music                                   | 3 |
| 400- or 500-level music theory electives |  | 6 |
| Music 401 & Music 402                    | Elementary Technique of Electronic Music and Advanced Techniques of Electronic Music | 6 |

*History and Culture Emphasis:*

| Code   | Title  | Units |
|--|--|-------|
| Upper-level music history electives (other than Music 3011-Music 3013) |  | 15    |
| Music 4221   | Introduction to the Analysis of 20th-Century Music | 3     |
| 400- or 500-level music theory electives                               |  | 6     |

*General Emphasis:*

| Code   | Title  | Units |
|--|--|-------|
| Upper-level music history electives (other than Music 3011-Music 3013) |  | 6     |
| Music 4221   | Introduction to the Analysis of 20th-Century Music | 3     |
| 400- or 500-level music theory electives                               |  | 6     |
| Elective units   |  | 9     |

**Senior Honors:** Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior capstone project (in Music 4993), including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

## Minors

### The Minor in Music — General Studies

**Units required:** 18

**Required courses:**

| Code                                | Title                                      | Units |
|-------------------------------------|--|-------|
| Music 121C & Music 122C             | Classical Theory I and Classical Theory II | 6     |
| or Music 121J & Music 122J          | Jazz Theory I and Jazz Theory II           |       |
| One of the following three courses: |  |       |
| Music 3011                          | Music History I                            | 3     |
| or Music 3012                       | Music History II                           |       |
| or Music 3013                       | Music History III                          |       |
| Lower-level electives               |  | 3     |

|                       |           |
|-----------------------|-----------|
| Upper-level electives | 6         |
| <b>Total Units</b>    | <b>18</b> |

For the elective units, a maximum of 6 units of ensemble participation may be included.

### Additional Information

Special scholarships are available for the study of applied music.

Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

### The Minor in Jazz Studies

**Units required:** 18

**Required courses:**

| Code                    | Title                            | Units |
|-------------------------|----------------------------------|-------|
| Music 121J & Music 122J | Jazz Theory I and Jazz Theory II | 6     |
| Music 105               | History of Jazz                  | 3     |
| Music 3091              | Jazz Improvisation I             | 3     |
| Music 3023              | Jazz in American Culture         | 3     |

One of the following five courses:

|                                      |  |   |
|--------------------------------------|--|---|
| Music 3021                           | Music of the African Diaspora            | 3 |
| or Music 3013                        | Music History III                        |   |
| or Music 416                         | Contemporary Music                       |   |
| or Music 401                         | Elementary Technique of Electronic Music |   |
| or Upper-level applied music in jazz |  |   |

|                    |           |
|--------------------|-----------|
| <b>Total Units</b> | <b>18</b> |
|--------------------|-----------|

### Additional Information

The minor requires 18 units of credit in courses offered by the Department of Music of which at least 9 must be at the 300 level or above. Upper-level credits may be obtained in Ensemble Performance or Applied Music if the requisite standard is attained. Other upper-level credits in Music or kindred studies (such as African and African-American Studies) may be approved at the discretion of the department chair.

### Courses

Visit online course listings to view semester offerings for L27 Music (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L27&crslvl=1:4>).

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**L27 Music 100B Preregistration: Brass Applied Music**  
Credit variable, maximum 2 units.

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**L27 Music 100D Preregistration: Percussion Applied Music**  
Credit variable, maximum 2 units.

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**L27 Music 100G Preregistration: Guitar Applied Music**  
Credit variable, maximum 2 units.

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**L27 Music 100P Preregistration: Piano Applied Music**

Credit variable, maximum 2 units.

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**L27 Music 100S Preregistration: Strings Applied Music**

Credit variable, maximum 2 units.

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**L27 Music 100V Preregistration: Voice Applied Music**

Credit variable, maximum 2 units.

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**L27 Music 100W Preregistration: Woodwinds Applied Music**

Credit variable, maximum 2 units.

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**L27 Music 101E Introductory Survey of Western Music I**

A survey of "art" music in Western culture from the Middle Ages to the mid-18th century. Emphasis in the first term is on sacred and secular music of the church, court and middle-class society in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors. For a one-semester course covering Western classical and popular music and music from other cultures, refer to Music 114E.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 1021 Musics of the World**

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We will investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course will use case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: HUM EN: H

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**L27 Music 1023 Beethoven in His Time and Ours**

Ludwig van Beethoven not only composed some of the most significant works of Western classical music — he continues to make his mark as the prototypical "troubled genius," symbol for a wide range of political causes, subject of numerous films, and classical music's main representative in American pop culture. We begin with an exploration of Beethoven's life, music and historical context and continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we unravel the interaction of music, culture and mythmaking. No previous musical experience required.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L27 Music 1024 Mozart: The Humor, Science and Politics of Music**

Wolfgang Amadeus Mozart is one of the most recognized composers of "classical" music. A child prodigy of astonishing precocity, he has come to symbolize genius for Western culture — a composer whose music embodies superhuman, even utopian beauty and perfection. In this course, we learn that there was more to Mozart. Mozart was a lover of codes and

puzzles who delighted in the science of music, a sampler of non-Western music, and a musical humorist whose comedies make provocative statements — ranging from cynical to poignant — about politics, gender and morality. Our focus works include Mozart's symphonies, piano music, string quartets, and such comedies as *The Magic Flute* and *The Marriage of Figaro*. We also explore Mozart's afterlife — how his music has figured in film, literature and popular culture. This course is open to all undergraduates. No previous musical course work or experience is required.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L27 Music 102E Introductory Survey of Western Music II**

A survey of "art" music in Western culture from the middle of the 18th century to the present. Music of composers from Haydn and Mozart to George Crumb and John Cage are studied in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 103E Theory I: Introduction to Music Theory**

Vocabularies and skills basic to music theory introduced through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience are explored through the study of music from three periods of the western tradition: medieval liturgical chant, music of the Classical period, and music of the early 20th century. Ability to read musical notation required. Keyboard skills desirable. Music 103E is the entry-level course for all music minors and majors.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 104E Music Theory II**

A systematic introduction to the basic principles of tonality as manifested in western European music of the 18th and early 19th centuries. Topics include pitch, time, line and linear elaboration, counterpoint, harmony, phrase, form and chromaticism. The principles are explored through both musical composition and interpretation of musical art works. Prerequisite: Music 103E.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 105 History of Jazz**

History of jazz to the present, including its African elements.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L27 Music 107 Listening Laboratory**

Optional analytical listening sessions to supplement Music 101E and 102E respectively. Taped listening assignments. Required of music majors and of students in the first-year seminar section. Concurrent registration in Music 101E or 102E is required.

Credit 1 unit. A&S: LA A&S IQ: HUM

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**L27 Music 109 Ragtime**

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Credit 2 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 1091 Jazz Theory I**

Jazz Theory I introduces the jazz music language as a preparation for the study of improvisation. The course study consists of basic music theory including music-reading skills and notation, scales, intervals and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form and the blues prepares the student for a detailed study of the modern jazz language.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 1092 Jazz Theory II**

Jazz Theory II outlines the harmonic, rhythmic and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales and polyrhythmic drumming, concentrating on the work the major improvisers of the 1950s to 1970s. Prerequisite: Music 1091.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 109M Mathematics and Music**

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: two years of high school algebra, and trigonometry.

Same as L24 Math 109

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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**L27 Music 110G Study in Guitar**

Students taking guitar off-roster/not for credit.

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**L27 Music 110P Studies in Piano**

Students taking piano not for credit/off-roster.

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**L27 Music 110S Study in Strings**

Students taking strings not for credit.

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**L27 Music 110V Study in Voice**

Students taking voice not for credit.

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**L27 Music 110W Study in Woodwinds**

Students taking woodwinds not for credit.

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**L27 Music 113 Fundamentals of Music**

This course provides a broad overview of music fundamentals designed to enhance the student's experience of music as well as provide a foundation for further study in music theory. Students become acquainted with the basic vocabulary and

building blocks of music: intervals, rhythms, scales, triads, chords and harmony.

Credit 2 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 114E Exploring Music**

A wide-ranging introduction to music in its many forms. Western classical and popular music are studied along with music from other cultures to highlight the varied conceptions, functions and practices of music in different times and places. Discussion of specific pieces facilitates growth in basic musical skills and provide insights into music's multifaceted historical/cultural resonances. No previous musical background required. Includes regular reading and listening assignments.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 115 Reading Music**

Elements of music notation for those with little or no music-reading skill. Designed to develop a basic acquaintance with the principles of notation for students enrolled in introductory courses, applied music and ensembles as well as those with a general interest in learning to read music.

Credit 1 unit. A&S: LA

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**L27 Music 1161 Freshman Seminar: Writing About Music**

This course explores the various ways in which writers from the 18th century to the present discuss music. Issues include respect for a tried and true musical "canon," music as an imitative vs. absolute art form, and a focus on performing virtuosity/spectacle vs. musical content. In addition to reading what previous authors have written, students write on a regular basis about examples from classical, popular and non-Western music and critique each others' work. Ability to read music is not required.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM

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**L27 Music 1162 Freshman Seminar: Bruce Springsteen's USA**

This course examines the career and work of Bruce Springsteen as songwriter, singer, rock musician, pop star, and public figure. Conducted in seminar format, the primary course materials are Springsteen's recordings and videos, as well as the many interviews he has given. Selections from the vast body of popular and academic scholarship on Springsteen also informs class discussions. The course is limited to freshmen.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 1163 Freshman Seminar: Youth in Revolt: Popular Music as Protest**

When is popular music also protest music? In this course we will listen to music linked to the mid-century Civil Rights Movement, the Vietnam War, Black Power, the wars in Iraq, Occupy Wall Street, and the recent confrontations between protestors and the police. While exploring genres such as rock, soul, pop, punk, hip-hop and grunge, we will ask how popular musics might express or embody various forms of protest in American life. Selections from contemporaneous testimonials, alternative presses, interviews, and popular and academic writing will also inform our discussions.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L27 Music 1164 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age**

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this seminar, we will explore the world of medieval love — from the chivalrous and courtly to the bodily and obscene — as represented in books of songs from the 15th century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: What do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what — if anything — we stand to lose. Ability to read music not required.

Credit 3 units. A&S IQ: HUM EN: H

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**L27 Music 117 Women of Music**

Credit 3 units. A&S: TH

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**L27 Music 119 Guitar Class I**

Jazz Guitar Class I introduces the fundamentals of music as a preparation for the study of jazz proper, guiding the student to the development of an operational musical language on the instrument. This performance practice class consists of basic music theory realized on the guitar including major and minor diatonic and pentatonic scales, triads in all positions and inversions, seventh chords and an introduction to extended tertian chords. As well, music reading, rhythmic skills and basic performance techniques are emphasized. The course culminates in the reading of jazz lead-sheets where students play the melody in all positions of the key and also play the harmony from chord symbols. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

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**L27 Music 120 Guitar Class II**

Jazz Guitar Class II reinforces the materials of Music 119 including scales and triads in all positions, while introducing new materials including 9th, 11th, 13th and altered chords. An introduction to improvisation, this course stresses making music in real time through the embellishment of melody, the study of arpeggio, the modes of the major scale and idiomatic devices of the jazz language. The course stresses the development of strong rhythmic skills while furthering a proper technique. Jazz Guitar II culminates in the reading of jazz lead-sheets where the student improvises in fundamental ways. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.

Credit 1 unit.

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**L27 Music 121C Classical Theory I**

Introduction to vocabularies and skills basic to music theory through concentrated work in notation, the development of

specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience are explored through the study of music from the Western classical tradition. Ability to read musical notation required. Keyboard skills desirable. Students who register for Music 121C are required to register for one of the subsections.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L27 Music 121J Jazz Theory I**

Introduction to the jazz music language as a preparation for the study of improvisation. The course of study consists of basic music theory including music-reading skills and notation, scales, intervals and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Students who register for Music 121J are required to register for one of the subsections.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 122C Classical Theory II**

A review of diatonic harmony and followed by a study of chromatic harmony and issues of tonality and form. Topics include tonicization and modulation, chromatic voice-leading, modal mixture, altered and extended chords, modulation to foreign keys, and elaboration of diatonic sequences. Work involves written and class-related exercises, analysis of 18th- and 19th-century works, and model composition. Students who register for Music 122C are required to register for one of the subsections. Prerequisite: Music 121C.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 122J Jazz Theory II**

A study of the harmonic, rhythmic, and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the major improvisors of the 1950s-1970s. Students who register for Music 122J are required to register for one of the subsections. Prerequisite: Music 121J.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 1232 Keyboard Skills I**

An introduction to basic techniques of keyboard harmony using intervals, scales and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 1242 Keyboard Skills II**

An introduction to basic techniques of keyboard harmony using intervals, scales and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 128 Selected Area for Special Study**

In-depth study in areas of special interest.

Credit 3 units. A&S: TH BU: HUM

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**L27 Music 129 Composition Workshop**

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.  
Credit 2 units.

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**L27 Music 130 Composition Workshop**

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.  
Prerequisite: Music 129 or permission of instructor.  
Credit 2 units.

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**L27 Music 151G Introductory Guitar**

Credit variable, maximum 2 units.

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**L27 Music 151P Introductory Piano**

Credit variable, maximum 2 units.

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**L27 Music 151S Introductory Strings**

Credit variable, maximum 2 units.

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**L27 Music 151V Introductory Voice**

Credit variable, maximum 2 units.

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**L27 Music 151W Introductory Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 159 Piano Class**

Intended for students with little to no formal musical training. An introduction to keyboard fundamentals through the study of note reading, intervals, technique and repertoire. Students may self-enroll or be placed by audition. There is a \$150 lab fee for the course. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee is prorated accordingly.  
Credit 1 unit. A&S: LA EN: H

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**L27 Music 160 Piano Class**

Continuation of L27 Music 159. Prerequisite: Music 159 or permission of instructor. There is a \$150 lab fee for the course. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee is prorated accordingly.  
Credit 1 unit. A&S: LA EN: H

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**L27 Music 170G Jazz Guitar**

Credit variable, maximum 2 units.

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**L27 Music 170J Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 170P Jazz Piano**

Credit variable, maximum 2 units.

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**L27 Music 170S Jazz Strings**

Credit variable, maximum 2 units.

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**L27 Music 170V Jazz Voice**

Credit variable, maximum 2 units.

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**L27 Music 170W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 175G Guitar**

Credit variable, maximum 2 units.

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**L27 Music 175O Organ**

Credit variable, maximum 2 units.

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**L27 Music 175P Piano**

Credit variable, maximum 2 units.

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**L27 Music 175S Strings**

Credit variable, maximum 2 units.

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**L27 Music 175V Voice**

Credit variable, maximum 2 units.

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**L27 Music 175W Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 177C Voice Class: Fundamentals of Singing Technique**

Voice Class teaches basic techniques of bel canto vocal production that apply to singing solo repertoire and singing in choral ensembles. Basic techniques include breathing in singing, resonance, articulation and registration. Study of the International Phonetic Alphabet, very basic skills for reading music and vocal health issues also are included. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.  
Credit 1 unit. A&S: LA

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**L27 Music 178C Voice Class II: Fundamentals of Singing Technique**

Voice Class teaches basic techniques of bel canto vocal production that apply to singing solo repertoire and singing in choral ensembles. Basic techniques include breathing in singing, resonance, articulation and registration. Study of the International Phonetic Alphabet in English and Italian, skills for reading music, in-depth study in musical interpretation, and acting skills. More advanced work in poetic analysis and line reading. Prerequisite: Music 177C or approval by instructor by audition. *Note:* If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the private lesson fee will be prorated accordingly.  
Credit 1 unit.

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**L27 Music 221 Music Theory III**

Concentrated study of the principles of tonal counterpoint and their application to the interpretation of Bach keyboard suites. Class work includes both writing and analysis. Prerequisite: Music 104E.  
Credit 3 units. A&S: LA A&S IQ: HUM

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**L27 Music 2211 Opera Projects**

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work can commence. Prerequisite: permission of the instructor.  
Credit variable, maximum 2 units.

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**L27 Music 2212 Opera Projects**

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work can commence. Prerequisite: permission of the instructor.  
Credit variable, maximum 2 units.

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**L27 Music 2213 Singers' Performance Workshop**

Developing performance skills for young singers in musical theatre, operetta and opera that help students prepare music for rehearsal, performance and audition. Semester's work includes musical, vocal and diction coachings, research and dramatic analysis. The class culminates in the preparation and performance of both solo and ensemble pieces. Prerequisite: audition and permission of instructor.  
Credit 3 units. A&S IQ: HUM EN: H

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**L27 Music 221C Classical Theory III**

A synthesis of the knowledge gained in Theory I-II as it applies to the detailed analysis of 18th-, 19th-, and selected 20th-century works (Bach through Bartok). Prerequisite: Music 122C or 122J.  
Credit 3 units. BU: HUM

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**L27 Music 222 Music Theory IV**

Continuation of Music 221 with study of 18th- and 19th-century harmonic, textural and structural procedures (Bach through Brahms). Prerequisite: Music 221.  
Credit 3 units. A&S: LA A&S IQ: HUM

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**L27 Music 2231 Musicianship I**

Basic ear training, sight singing and dictation skills. Three hours a week. Prerequisite: Music 104E.  
Credit 1 unit.

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**L27 Music 2232 Keyboard Skills III**

Intermediate skills in score reading as well as the introduction of inversions, figured bass and improvising melodies. Prerequisites: Music 1242 and permission of instructor for nonmajors. One and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 2241 Musicianship III**

Continuation of Music 2231. Intermediate-level ear training, sight singing and dictation skills. Prerequisite: Music 2231. Two and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 2242 Keyboard Skills IV**

Intermediate skills in score reading as well as the introduction of inversions, figured bass and improvising melodies. Prerequisite: permission of instructor for nonmajors. Concurrent registration in Music 2231 and 2241 required of all music majors. One and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 225 Topics in American Culture Studies: What is Cool? Exploring an American Culture Form**

The topic of this course varies from semester to semester. Please refer to Course Listings for a description of the current offering.  
Same as L98 AMCS 225  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L27 Music 227 Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.  
Credit 3 units.

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**L27 Music 228 Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L27 Music 230 Composition**

An intermediate course in contemporary music composition, with a 30-minute private lesson and weekly master class. Prerequisite: Music 229 or permission of instructor.  
Credit 2 units.

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**L27 Music 231C Small Chamber Ensembles**

Students interested in performance of chamber music are organized into various ensembles and assigned a coach. A public chamber music concert is given once each semester. May be repeated for credit. Prerequisite: permission of the instructor. Consult Course Listings for more information.  
Credit variable, maximum 1 units.

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**L27 Music 232W Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.  
Credit 1 unit.

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**L27 Music 233 Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.  
Credit 1 unit.

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**L27 Music 234S Symphony Orchestra**

Performance and reading of works for orchestra. May be repeated for credit. Prerequisite: admission by audition. Two and one-half class hours a week including sectionals.  
Credit 1 unit.

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**L27 Music 235F Flute Choir**

Weekly two-hour rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable.  
Credit variable, maximum 1 units.

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**L27 Music 236J Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of department.  
Credit variable, maximum 1 units.

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**L27 Music 237 Concert Choir**

A study of the repertory of the vocal ensemble from the Renaissance to the 20th century, with performance in public concerts. May be repeated for credit. Prerequisite: audition and consent of instructor. Four class hours a week.  
Credit variable, maximum 2 units.

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**L27 Music 238 Chamber Choir**

Study and performance of advanced repertoire for small vocal ensemble from Renaissance to the present. May be repeated for credit. Prerequisites: audition and consent of instructor.  
Credit 1 unit.

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**L27 Music 270G Jazz Guitar**

Credit variable, maximum 2 units.

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**L27 Music 270J Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 270P Jazz Piano**

Credit variable, maximum 2 units.

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**L27 Music 270S Jazz Strings**

Credit variable, maximum 2 units.

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**L27 Music 270V Jazz Voice**

Credit variable, maximum 2 units.

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**L27 Music 270W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 275G Guitar**

Credit variable, maximum 2 units.

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**L27 Music 275O Organ**

Credit variable, maximum 2 units.

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**L27 Music 275P Piano**

Credit variable, maximum 2 units.

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**L27 Music 275S Strings**

Credit variable, maximum 2 units.

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**L27 Music 275V Voice**

Credit variable, maximum 2 units.

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**L27 Music 275W Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 295 Independent Study: Language and Arts**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.  
Credit variable, maximum 3 units.

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**L27 Music 296 Independent Study: Textual and Historical Studies**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.  
Credit variable, maximum 3 units.

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**L27 Music 298 Directed Internship**

Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside the classroom. Students obtain a Learning Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor and the site supervisor, if appropriate. A final written project is agreed upon before work begins and is evaluated by the faculty sponsor at the end of the internship. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations of such work for the student's academic adviser and career placement file. Credit should correspond to actual time spent in work activities; e.g., eight to 10 hours per week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Consult department for faculty selections in this course.  
Credit variable, maximum 3 units.

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**L27 Music 299 Performance Project**

Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor and the department chair before the student's work on the project commences. Consult department for faculty selections in this course.  
Credit variable, maximum 3 units.

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**L27 Music 3011 Music History I**

A study of music history and literature from the Middle Ages to 1750. Composers treated include Machaut, Dufay, Josquin, Palestrina, Monteverdi, Vivaldi, Handel and Bach. Prerequisite: Music 103.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM

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**L27 Music 3012 Music History II**

A study of music history and literature from 1750 to 1850. Composers treated include Haydn, Mozart, Beethoven, Schumann and his contemporaries. Prerequisite: Music 3011 or Music 104E.  
Credit 3 units. A&S: TH A&S IQ: HUM, WI BU: HUM

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**L27 Music 3013 Music History III**

A study of music history and literature from 1850 to the present. Composers treated include Liszt, Wagner, Brahms, Tchaikovsky, Mahler, Debussy, Stravinsky, Schoenberg, Boulez, Stockhausen, Cage, Glass, Reich and Adams. Prerequisite: Music 3012 or Music 104.  
Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM

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**L27 Music 3014 Ethnomusicology**

This course provides an introduction to the field of ethnomusicology, defined broadly as "the study of music in — or as — culture" or "the study of people making music." We explore the varied ethnographic, anthropological, historical, and music-analytical approaches that ethnomusicologists have employed to explain the vital role of music-making in diverse human societies. We seek to understand the social significance of a variety of musical practices, drawing on ethnomusicological scholarship to address music's performance, circulation and reception. Case studies from around the world demonstrate the multiple ways that sound shapes — and is shaped by — issues of cultural practice and representation, ideologies of authenticity, intersectional identities, cultural memory, ideas and structures of tradition, colonialism and postcolonialism, transnationalism and globalization. Our case studies introduce students to a number of important musical genres and traditions, including (in the order in which they appear in the class): Mbira (Zimbabwe), Andean Kena music (Peru), Jazz (U.S.), Samba (Brazil), Gamelan (Java), Funk (U.S.), Egyptian musics, Ottoman-Turkish classical music, Karnatic Music (South India), Gisaeng music (Korea), Ngoma (South Africa), Agbekor (Ghana), Hip-hop (U.S.), and Noise (Japan). Prerequisites: Music 121C and 122C (Theory I and II) or Music 121J and 122J (Jazz Theory I and II).  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: BA EN: H

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**L27 Music 3015 American Popular Music and Media**

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid-19th century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts are at the center of the course. Topics considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity are considered across the course. Prerequisites: Music 121C and 122C (Theory I and II) or Music 121J and 122J (Jazz Theory I and II).  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L27 Music 3021 Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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**L27 Music 3022 Native American Musical Traditions of the Western United States**

Exploration of music and its historical and contemporary contexts among Native American cultures of the Southwest and the Northern Plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone and other nations. Examinations of intertribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L27 Music 3023 Jazz in American Culture**

This course will address the role of jazz within the context of 20th-century African-American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Prerequisite: L27 Music 105 or permission of instructor.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

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**L27 Music 3024 From Cage to Glass and Beyond**

Explores the various directions composers took in the second half of the 20th century, including "chance" music of John Cage, minimalism of Philip Glass and postmodernism. Includes concert attendance. Prerequisite: ability to read music is advisable but not required.  
Credit 3 units. A&S: TH BU: HUM

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**L27 Music 3025 Women of Music**

Popular music and art music around the world, from the perspective of women. The roles of women as creators, performers, sponsors and consumers. The representation of women in music and how it relates to cultures of the past and present.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L27 Music 3027 Close Harmony: A Cappella Musical Traditions**

An examination of ensemble music for unaccompanied voices. Although it focuses on the Western art tradition (e.g., Renaissance sacred and secular polyphony), it also addresses genres of "world music" (Yankton Sioux choral peyote songs, Makwayera singing of Zimbabwe) and less "high style," more popular unaccompanied vocal textures (e.g., shape-note, barbershop, spirituals, the Comedian Harmonists, male gospel quartets, doowop). Study of the historical and cultural contexts of the various musical types balances examination

of representative musical works. Prerequisite: the ability to read music, permission of instructor; Music 103 is highly recommended, but not required.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L27 Music 3028 Music of the 1960s

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as "world music," classical or jazz, this course analyzes several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus both familiarizes students with diverse musical traditions and introduces them to a new way of thinking about music and culture. Topics discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L27 Music 3029 Game of Thrones, Game of Tones: Medieval Music in the Age of HBO

Credit 3 units. A&S IQ: HUM, LCD EN: H

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#### L27 Music 3031 Music and Healing

In this course, we broadly consider issues of music and healing, drawing from the fields of medical ethnomusicology, medical anthropology, music therapy, and psychology. Our case studies are multi-sited, as we interrogate musical healings and healing music from diverse global and historical perspectives. We approach our study of musical practices with the understanding that the social, cultural and political contexts where "music" and "healing" are themselves created inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We read a variety of academic literature and use media texts and listening examples to develop interdisciplinary and cross-cultural analyses of music and healing. Issues of national consciousness, postcolonialism, gender, sexuality, race, ethnicity, class, religion, dis/ability and the role of history/memory remain central to our explorations of music and healing.

Credit 3 units. A&S: CD A&S IQ: LCD BU: BA EN: H

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#### L27 Music 305 Selected Area for Special Study

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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#### L27 Music 3051 Text and Music

How do composers respond to the structure and meaning of text? Can spoken language become musical sound? Can musical sounds become textual signifiers? The course explores these questions by examining a broad range of texted music: Gregorian chant, Japanese Noh drama, English madrigals, Bach cantatas, 19th-century German lieder, operas by Mozart and Wagner, American musical theater, high modernist works by Schoenberg, Stockhausen, Berio and Lansky, as well as popular music. Some knowledge of music theory is required, and familiarity with German is helpful, though all texts are provided with English translations. A lot of listening and reading, several short and analytical assignments, three essays. Prerequisite: one year of music theory or permission of instructor.

Credit 3 units. A&S: TH

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#### L27 Music 3091 Jazz Improvisation I

An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes and jazz scales. Exercises in basic aspects of the blues and in the styles of be-bop and modern jazz. Prerequisite: Music 1091.

Credit 3 units. BU: HUM

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#### L27 Music 3112 Choral Music before 1800

A study of choral music of the Western world, from the medieval period through the 18th century, examining both the repertoire itself and the evolution of the chorus. Topics include the development of various choral forms, the role of choral music in sacred and secular settings, the changing nature of choirs over the centuries, and the hallmarks of choral style and performance practice in the Medieval, Renaissance, Baroque and Classical periods. Choral music for small and large forces, both for voices alone and with accompaniment, are surveyed. Works from each period are examined from textual, analytical and cultural perspectives. Composers studied include Palestrina, Monteverdi, Handel, J. S. Bach, Mozart and Haydn, as well as lesser-known contemporaries. Prerequisite: ability to read music is helpful, but not required.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L27 Music 3113 Choral Music from Beethoven to the Present

A study of choral music of the Western world from the time of Beethoven to the present, examining both the repertoire itself and the evolution of the choral instrument. Topics include the development of various choral forms, the role of choral music in sacred and secular settings, the changing nature of choirs over the centuries, and the hallmarks of choral style and performance practice in the late Classical, Romantic, and Contemporary periods. Choral music for small and large forces, both for voices alone and with accompaniment, are surveyed. Works from each period are examined from textual, analytical and cultural perspectives. Composers studied include masters such as Beethoven, Schubert, Brahms, Britten, Stravinsky, as well as well-established present-day composers such as Lauridsen, Larsen and Whitacre. Prerequisites: Ability to read music is helpful, but not required.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L27 Music 3132 Romantic Revolutions in European Music and Culture

The early 19th century in Europe witnessed sweeping changes in social, political and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music — which inspired an idealistic vision of the art form as a source of quasi-spiritual experience — and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although this course requires listening and viewing of musical works, it is designed for students with intellectual curiosity but without prior musical background. We also require weekly readings, occasional presentations, three short papers and spirited class discussion.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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**L27 Music 315 Selected Areas for Special Study I**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 317 Selected Area for Special Study**

In-depth study in areas of special interest.

Credit 3 units. A&S: TH

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**L27 Music 320 The American Musical Film**

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties and Fifties. Required screenings.

Same as L53 Film 359

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L27 Music 321T Music Theory IV: Topics in Music Theory**

Credit 3 units. BU: HUM

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**L27 Music 3221 Music Cognition**

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

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**L27 Music 3231 Advanced Musicianship**

Individualized instruction in advanced ear training, sight singing and dictation skills. Prerequisite: Music 2241.

Credit 3 units. BU: HUM

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**L27 Music 3232 Keyboard Skills V**

Advanced skills in score reading, figured bass and improvisation, as well as drills, including seventh chords and modulation.

Prerequisite: Music 2242. One and one-half class hours a week. Credit 1 unit.

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**L27 Music 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella**

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles, from classical music, folk music and Broadway to rock, pop and a capella. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, small groups, singer-songwriter formats, and electronic media.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L27 Music 3242 Keyboard Skills VI**

Advanced skills in score reading, figured bass and improvisation, as well as drills, including seventh chords and modulation.

Prerequisite: Music 2242. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 325 Instrumentation and Orchestration**

A study of the principles of instrumentation and orchestration. In-class assignments aid in the understanding of the capabilities and limitations of the orchestral instruments. Analysis of orchestral scores provides insight into efficient and creative use of the orchestra. Prerequisite: Music 103E or permission of the instructor.

Credit 3 units.

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**L27 Music 326 Orchestration**

A practicum in writing for orchestra and groups of orchestral instruments. Prerequisite: Music 325.

Credit 3 units.

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**L27 Music 328 History of the Film Score**

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required screenings.

Same as L53 Film 360

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L27 Music 329 Advanced Composition Workshop I**

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class.

Prerequisite: Music 230 or permission of instructor.

Credit 3 units.

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**L27 Music 330 Advanced Composition Workshop**

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class.

Prerequisite: Music 329 or permission of instructor.

Credit variable, maximum 3 units.

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**L27 Music 3313 Interactivity and DSP**

This course is a project-based course in interactivity and digital signal processing using the MaxMSP programming environment. It will cover the composition of interactive computer music, as well as the theory and application of MIDI, synthesis, and digital signal processing. Programming examples, along with scores and recordings, will be presented for weekly study in class. Readings from the required texts, tutorials that demonstrate programming with MaxMSP, and weekly exercises that promote an understanding of the programming demonstrated in class, will be assigned for completion outside of class. Students will also produce a midterm project and final project. These will be interactive pieces that utilize the different techniques that have been discussed in class and experimented with in the

exercises. Both pieces should be planned in advance and worked on throughout the semester. The final exam will be a short programming exercise that covers topics that have been presented in class and realized in the weekly exercises, and it will be completed in the scheduled two-hour exam period.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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**L27 Music 3370 Music and Performance**

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Same as L98 AMCS 3370

Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 339 Introduction to Conducting I**

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

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**L27 Music 340 Introduction to Conducting II**

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

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**L27 Music 3431 West African Music and Dance in Context**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Same as L29 Dance 343

Credit 2 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L27 Music 3581 Musica Ebraica: Jewish Identities in Western Music From 1600 to the 21st Century**

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against

the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Same as L75 JINE 3581

Credit 3 units. A&S: LA, CD A&S IQ: LCD BU: HUM EN: H

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**L27 Music 3582 Music in Jewish Culture and Society**

The common term "Jewish Music" raises numerous questions that emanate from the difficulty to define "Jewish" identity of any given music. This course deals with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the diaspora. We survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We study the background and the different characteristics of selected Jewish communities — Ashkenazic, Sephardic, Italian, Yemenite, and others — as well as instrumental music, questions of gender, and the relationship between music and text. A secondary goal of this course is the study of the bibliography and discography of Jewish musics.

Same as L75 JINE 3582

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L27 Music 3583 The Soundtrack of Israeli History**

This course explores connections between Israeli history, nationality and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories are surveyed through historical studies as well as through their musics and against the background of developments in 20th-century music.

Same as L75 JINE 3583

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L27 Music 3584 Music in the Holocaust: Sonic Portrayals from Past to Present**

The course explores Germany's road to totalitarianism through three different stages seen through its musical contexts: the embedment of "music libels" against Jews in 19th-century European culture in general and German culture in particular; the association of Jewish culture with the threat of modernism until World War II; and Nazi policies in the 1930s regarding music and their repercussion on musical activities in the different ghettos (especially Terezin and Lodz). The last segment of this class deals with the challenge of commemorating the holocaust through music.

Same as L75 JINE 3584

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 3585 Islam, Music, Muslim Media**

How do Muslim individuals and communities understand and negotiate the relationship between sound and spirituality? How does Islamic philosophy challenge Western definitions of music?

How do music and cultural practices reflect and shape diverse Muslim identities and political struggles? To what extent can we speak of an "Islamic world," musical or otherwise? In this course, we investigate Islamic musics and musical practices in the lives and experiences of Muslims throughout the world. We approach our study of Muslim musical practices with the understanding that the social, cultural and political contexts where music is created, disseminated and consumed inform the sounds of the music and its various — and often conflicting — interpretations and meanings. We engage with a variety of academic, musical and media texts to develop interdisciplinary analyses about Islam, music, sound experience and Muslim subjectivities. Issues of nationalism and transnationalism, class, race and ethnicity, gender and sexualities, colonialism and postcolonialism, history and memory remain central to our exploration of spirituality and religion in Muslim musical and cultural practices.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L27 Music 3586 Combat Movie Music and Sound After Vietnam**

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films — action movies with a message for adult audiences — the course examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image are set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker*, and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisites: none.

Same as L53 Film 358

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L27 Music 3631 Russian Literature and Opera**

This interdisciplinary course surveys the intersections between Russian literature and opera from the 19th century to the present. Literary works in a variety of genres (short stories, narrative poems, plays and novels) by Russian authors (with Pushkin as a clear favorite) have inspired generations of leading Russian composers, resulting in significant operatic adaptations, including Tchaikovsky's *Eugene Onegin*, based on Pushkin, Prokofiev's *The Gambler*, based on Dostoevsky, and Shostakovich's *The Nose*, based on Gogol. For each pairing of author and composer, we read and discuss the literary text before considering the ways in which the original was refined, trimmed and generally transformed for the operatic stage. We frequently view opera productions and consider issues of staging, embodiment and fidelity to the original. The broader goal of the class is to consider the possibilities and limits of artistic media, specifically the points of agreement or dissonance between literature and music.

Same as L97 IAS 363

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L27 Music 370G Jazz Guitar**

Credit variable, maximum 2 units.

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**L27 Music 370J Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 370P Jazz Piano**

Credit variable, maximum 2 units.

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**L27 Music 370S Jazz Strings**

Credit variable, maximum 2 units.

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**L27 Music 370V Jazz Voice**

Credit variable, maximum 2 units.

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**L27 Music 370W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 375A Methods & Visions: America, Real & Imagined: The Curious Cases of Broadway & Hollywood**

Required course for AMCS majors. Consult semester listing for current topic. As a Writing Intensive course, this course serves as an occasion for students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the junior level or higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS minors and the "Methods Seminar" requirements for AMCS majors.

Same as L98 AMCS 375A

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Art: HUM EN: H

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**L27 Music 375G Guitar**

Credit variable, maximum 2 units.

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**L27 Music 375O Organ**

Credit variable, maximum 2 units.

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**L27 Music 375P Piano**

Credit variable, maximum 2 units.

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**L27 Music 375S Strings**

Credit variable, maximum 2 units.

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**L27 Music 375V Voice**

Credit variable, maximum 2 units.

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**L27 Music 375W Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 3951 Independent Study: Language and Arts**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Consult department for faculty selections in this course.

Credit variable, maximum 3 units.

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**L27 Music 3961 Independent Study: Textual and Historical Studies**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Consult department for faculty selection. Credit variable, maximum 3 units.

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**L27 Music 400 Independent Study**

Credit 3 units.

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**L27 Music 401 Elementary Technique of Electronic Music**

Individual and small group instruction in "classical" procedures and relevant electronic technology. Prerequisite: open to music majors; to others by permission of instructor. Credit contingent upon completion of Music 402. Credit 3 units.

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**L27 Music 402 Advanced Techniques of Electronic Music**

Practical composition studies to build technique in electronic music. Prerequisite: Music 401. Credit 3 units.

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**L27 Music 411 Music of Medieval Period**

An intensive survey of Western monophonic and polyphonic music from the beginnings of Christian chant to ca. 1450. Prerequisites: Music 3011 or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 412 Music of the Renaissance Period**

A survey of music literature from ca. 1450 to ca. 1600. Prerequisite: Music 3011 or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM

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**L27 Music 413 Music in the Baroque Era**

An intensive survey of the primary musical forms and styles in 17th-century Italy, France, Germany and England. Prerequisite: Music 3012 or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 4131 Music in the 18th Century**

Musical activity in Europe during the 18th century is the subject of this course, which brings the high baroque, galant and classical eras into a single narrative. Patronage, publishing, star performers and highly specific musical publics were central to the music-making across the century. How these forces shaped the professional and creative lives of major 18th-century composers is a principal theme of the course. A broad range of 18th-century instrumental and vocal music is surveyed, including works by Corelli, F. Couperin, Vivaldi, Rameau, Telemann, Handel, Hasse, Haydn, Mozart, D. Scarlatti and several members of the Bach family. Extensive listening assignments and score analysis are supplemented by readings drawn from recent scholarship and examination of 18th-century music publishing and other period sources in facsimile. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 414 Music of the Classic Period**

An intensive survey of music literature from ca. 1750 to ca. 1830 with attention to the music of Haydn, Mozart, Beethoven and some of their predecessors. Prerequisite: Music 3012 or permission of instructor. Credit 3 units. A&S: TH

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**L27 Music 415 Music of the Romantic Period**

Credit 3 units. A&S: TH

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**L27 Music 416 Contemporary Music**

Survey of musical styles from the end of the 19th century to the Postmodernism of the 1980s. Developments in music considered in context of intellectual history of the century with specific attention to parallels with literature and visual arts. Readings from a variety of sources and extensive listening assignments. Prerequisite: Music 3013 or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 4221 Introduction to the Analysis of 20th-Century Music**

An introduction to theory and analysis of music from the 20th-century repertoire. In-class analysis and individual assignments emphasize aural understanding and tools for modeling pitch structures in post-tonal and 12-tone works. In the latter portion of the course focus turns toward works in which pitch structures play a smaller role. Prerequisite: Music 222 (for undergraduates) or Music 423 (for graduates). Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 423 Analysis I**

A study of structural principles underlying music of all periods: motivic usage, melodic shape, varieties of texture and structure with an emphasis on fugue, variation forms and proportional forms such as rondo and sonata-allegro. Prerequisite: graduate standing or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM

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**L27 Music 424 Analysis II**

Continuation of Music 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets, late works by Beethoven, chamber music and symphonies of Brahms and symphonies of Mahler. Prerequisite: Music 423 or permission of instructor. Credit 3 units. A&S: TH

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**L27 Music 425 Counterpoint I**

Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

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**L27 Music 426 Counterpoint II**

Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

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**L27 Music 427 Selected Areas for Special Study**

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing or permission of instructor. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 428 Selected Areas for Special Study II**

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 4281 The Italian Madrigal**

The most important musical genre of the late Renaissance, the madrigal, intersects with poetry, theater and the visual arts, and thus, constitutes an ideal point of entry to early modern Italy. This course explores the stylistic development of the madrigal from its origins in the early 16th century to its demise some hundred years later. The course is structured around close readings of madrigals by Verdelot, Arcadelt, Willaert, Rore, Wert, Marenzio, Luzzaschi, Fontanelli, Gesualdo and Monteverdi. Secondary readings focus on the relation between words and music; the construction of subjectivity; concepts of mode; theories of chromaticism; and performance practice, framed in the context of 16th-century society and culture. Prerequisite: Music 3011, graduate standing or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 4282 The "Crossover" Tradition in Anglo-American Music Theater**

The musical stage in the United States and Britain has remained a vital artistic and commercial arena over the past 100 years despite the emergence of mass media formats such as film and television. Audiences continue to clamor for stage stories where actors sing or singers act, and composers, writers, producers and directors have created a stunning variety of musical theater styles to meet the demand. This course surveys important English-language operas, operettas and singer-centered musicals from the turn of the 20th century to the start of the 21st with an emphasis on "crossover" works that blur the lines between opera and the commercial musical stage. All the works included in the course continue to be performed today, forming a core repertory of music theater works in English that emphasize singers and singing. The overlapping, ever-changing spheres of the opera house and Broadway and West End theaters provide the geography of the course, which is peopled by performers, creators and audiences. In-class analysis of 14 works focuses on how the singing voice has been used as an expressive vehicle and how theater singers have adapted to an age of amplification and recording. Works studied include *Carousel*, *Sweeney Todd*, *The Phantom of the Opera*, *Show Boat*, *Candide*, *Street Scene*, *The Pirates of Penzance*, *The Light in the Piazza*, *My Fair Lady*, *Albert Herring*, *Porgy and Bess*, *The Most Happy Fella*, *Margaret Garner* and *The Student Prince*. In-class singing is encouraged as a means to get inside the musical and dramatic values of these works. Prerequisites: ability to read music, and graduate or upper-division standing.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 429 Composition**

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 330 or permission of instructor.

Credit 3 units.

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**L27 Music 430 Composition**

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 429 or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: HUM

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**L27 Music 437 Piano Pedagogy I**

The study of the fundamentals of teaching from beginning to advanced levels. A syllabus is developed through discussion of lesson plans for each level. The class participates actively in demonstrations.

Credit 3 units.

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**L27 Music 4370 Music and Performance**

In his 1998 book, *Musicking*, Christopher Small asserts that music is not a thing but an activity — something that people do. Starting from this premise, this course explores musical performance as a live event, one in which additional aspects of performance — dramatic enactments, costume, choreography, and stage design — also come into play. While recorded music plays an important role in our investigations, we focus on musical events that take place before and with live audiences. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, protest song, musical theater, and rock. We examine artists whose work blurs the line between "music" and "theater," including George Clinton, Taylor Mac, and Gertrude Stein, as well as everyday people, such as the singers of the Civil Rights Movement, who used the power of live musical performance to change the course of human history. We also attend performances around St. Louis, guided by the interests of the class. Students with an interest in music, theater, dance, cultural history, American studies, and African-American studies are especially welcome.

Same as L98 AMCS 4370

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 4371 Opera Production**

Intensive training in the principles and techniques of the opera stage. Prerequisites: two years of vocal training and audition or Drama 343.

Credit variable, maximum 3 units.

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**L27 Music 4372 Voice Pedagogy**

Preparation of participants to train the singing voice through examinations of physical, phonological, neurological and psychological aspects of vocal function, followed by observation and practice teaching. Prerequisite: permission of instructor.

Credit 3 units.

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**L27 Music 4375 Vocal Literature**

A survey of song literature through listening and performing. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 4376 Opera Literature: Various Composers Each Semester**

A study of a composer's principal stage masterpieces, with an emphasis on the different genres and theatrical conventions to which they belong, and on the writings for voices.

Credit 3 units. A&S: TH

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**L27 Music 438 Piano Pedagogy II**

This course explores the repertoire, techniques, and teaching methods appropriate for the intermediate to early-advanced

level piano student. Repertoire projects emphasize progressive technique and musical skills for the advancing student. Studio and master-class teaching experience.  
Credit 3 units.

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**L27 Music 4381 Literature of the Piano**

An analytical survey of piano literature from Bach to Boulez. Prerequisite: graduate or senior standing or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 439 Diction I**

Principles of Italian, French and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM

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**L27 Music 4392 Pedagogy III**

Students survey texts and materials addressing group dynamics and learning theories. Teaching experience is gained through observation and some supervised teaching of various levels of group piano.  
Credit 3 units.

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**L27 Music 440 Diction II**

Principles of Italian, French and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: HUM

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**L27 Music 4539 Advanced Conducting I**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.  
Credit 2 units.

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**L27 Music 4540 Advanced Conducting II**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.  
Credit 3 units.

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**L27 Music 4561 Soundtrack Studies: Music, Voices, Noise**

This course considers the interaction of film, sound and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Films screened include Meek's *Cutoff*, *Blow Out*, *Days of Heaven*, *Sous le toits de Paris*, *Love Me Tonight*, *Casablanca*, *Alien*, *Apocalypse Now*, *La cérémonie*, *Le Cercle rouge*, *The Pillow Book*, *The Scent of Green Papaya*, and *The Bourne Ultimatum*. The course is in seminar format. Readings from recent scholarly work on film sound and music inform class discussions of the screened films. Close analysis of how music,

sound and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course is the development of specific listening skills that are useful when working in this area. Targeted writing assignments ask students to write about film sound and music from a variety of critical and historical perspectives. Prerequisites: graduate status or completion of Film 360 The History of the Film Score, or AMCS 360 or Music 328 and permission of the instructor. Required screenings. Same as L53 Film 456  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L27 Music 461 Piano**

Credit variable, maximum 3 units.

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**L27 Music 4613 Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 462 Piano**

Credit variable, maximum 3 units.

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**L27 Music 4621 Ancient Greek and Roman Music**

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes toward music, and its contribution to public and private life. The focus throughout is on our ancient sources, both literary and archaeological.  
Same as L08 Classics 462  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L27 Music 4623 Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 463 Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 464 Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 470G Jazz Guitar**

Credit variable, maximum 2 units.

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**L27 Music 470J Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 470P Jazz Piano**

Credit variable, maximum 2 units.

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**L27 Music 470S Jazz Strings**

Credit variable, maximum 2 units.

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**L27 Music 470V Jazz Voice**

Credit variable, maximum 2 units.

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**L27 Music 470W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 475G Guitar**

Credit variable, maximum 2 units.

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**L27 Music 475O Organ**

Credit variable, maximum 2 units.

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**L27 Music 475P Piano**

Credit variable, maximum 3 units.

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**L27 Music 475S Strings**

Credit variable, maximum 2 units.

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**L27 Music 475V Voice**

Credit variable, maximum 3 units.

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**L27 Music 475W Winds and Percussion**

Credit variable, maximum 2 units.

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**L27 Music 477 Voice**

Credit variable, maximum 3 units.

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**L27 Music 478 Voice**

Credit variable, maximum 3 units.

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**L27 Music 4991 Senior Project: Musicology or Analysis**

Supervised research in music history or analysis culminating in a major paper. Required of Bachelor of Music students whose program focuses on music history or analysis. Prerequisite: senior standing.

Credit 3 units. A&S: TH

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**L27 Music 4992 Senior Capstone: Performance, Composition, or Theory**

Supervised work in performance, composition or theory culminating in some combination of a paper, composition and/or performance. Required of Bachelor of Music students whose program focuses on performance, composition or theory. Prerequisite: senior standing.

Credit 3 units. A&S: LA

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**L27 Music 4993 Senior Honors Capstone: Musicology or Analysis**

Prerequisites: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department.

Credit 3 units. A&S: TH EN: H

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**L27 Music 4994 Honors Project: Performance, Composition or Theory**

Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, the director of undergraduate studies and the chair of the department.

Credit 3 units. A&S: LA EN: H

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## Performing Arts

Performing Arts at Washington University comprise dance (p. 705) and drama (p. 706).

### Dance

Students may select dance (p. 330) as a major through the Performing Arts Department. This course of study combines intensive studio work in technique and theory of modern dance, ballet and composition with seminars examining dance as a global phenomenon with forms reflecting culturally specific historical, aesthetic and anthropological features. The program also includes a broad range of courses such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. Students also may choose to minor in modern dance or ballet or in world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside Euro-American traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

The senior capstone experience is framed in consultation with Performing Arts faculty. In April, prior to registration for the fall semester, dance majors discuss the capstone requirement with their adviser. The dance capstone requirement can be satisfied by a senior honors thesis or senior dance project. The format may range from a research paper or written analysis of the student's dance development to a project emphasizing movement expression (e.g., the creation of a video résumé, a performance, or a choreographic project). In all cases, dance capstones have a written component.

Those who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists-in-residence who teach master classes and set choreography.

Students may audition for the Washington University Dance Theatre, which holds annual auditions for students. Selected students will appear in faculty and guest artist-choreographed concerts in Edison Theatre. Dance students particularly interested in performance may, with the approval of its director, rehearse and perform with The Slaughter Project, Washington University's dance company in residence. Students may also participate in departmental drama productions as well as student work in choreography and theater. Each year, students have the opportunity to attend the regional American College Dance Conference to adjudicate work, perform, and take master classes.

Dance students may pursue study abroad at University of Auckland, New Zealand; University of Ghana, Legon; and Roehampton University, London. With approval from the Dance

program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

## Drama

The drama (p. 340) major combines the historical, cultural and theoretical study of theater and performance with a full array of theater production courses, including acting, directing, performance art, design (set, costume, lighting, sound) and playwriting.

The theater and performance studies faculty offer courses in theater history, performance studies, and dramatic and performance theory. Majors also may take cross-listed courses in such departments as African and African-American studies; classics; English; East Asian languages and cultures; and film and media studies. Our courses analyze theater and performance as resonant and significant cultural practices, both historically and currently. Courses combine critical analysis with attention to the corporeal and material embodiment of actual performance.

In small, individualized classes (capped by a maximum of 16 students) characterized by a high number of weekly contact hours (generally six), professionally and academically trained faculty teach a rigorous system of production courses. A carefully graduated four-semester sequence in acting culminates in a class for seniors (Acting IV) focused on individual projects. A two-course directing sequence issues into a public showing of student-directed work, and some students have chosen to direct a fully designed production as their Senior Honors thesis. Recent graduates of the acting and directing sequence have been placed in prestigious MFA programs, internships and jobs in regional American theaters, as well as in various professional schools and graduate programs. A nationally recognized program in design and technical theater works students through a structure of costume, scene, lighting and sound design courses, with several electives on such topics as mask making and baroque costume that are informed by historical and cultural study. A highly successful playwriting program, enriched by the annual A.E. Hotchner Playwriting Competition and annual workshops run by leading American dramaturges, has produced playwrights whose work is now being performed in nationally recognized venues such as Chicago's Steppenwolf Theater.

The culture of performance is abundantly rich at Washington University. A wide array of student theater groups, with a particular focus on improvisation, provides many opportunities for student-generated performance on campus.

Since 1991, the Performing Arts Department and Globe Education (London) have been running a national summer program held at Shakespeare's Globe in London. This four-week program includes a 3-unit course on the textual, historical and cultural study of Shakespeare; a 3-unit course on acting Shakespeare (with particular attention to acting on the Globe

stage); master classes taught by Globe personnel; playgoing in London and Stratford; and more.

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## Faculty

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### Professors of the Practice

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**Cecil Slaughter** (<http://pad.artsci.wustl.edu/cecil-slaughter>)  
MFA, University of Iowa  
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MFA, Florida Atlantic University  
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## Artist-in-Residence

**Ron Himes** (<http://pad.artsci.wustl.edu/ron-himes>)  
Henry E. Hampton Jr. Artist-in-Residence  
BSBA, Washington University  
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## Senior Lecturers

**Robert Mark Morgan** (<http://pages.wustl.edu/robertmarkmorgan>)  
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MFA, University of Cincinnati, College Conservatory of Music  
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MFA, University of Virginia  
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## Playwright-in-Residence/Lecturer

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(Drama)

## Majors

The Performing Arts Department offers majors in dance and in drama. For the major in dance, visit the Dance (p. 331) page. For the major in drama, visit the Drama (p. 340) page.

## Minors

### The Minor in World Music, Dance and Theater

**Required units:** 17-19

**Required courses:**

| Code       | Title               | Units |
|------------|---------------------|-------|
| Music 1021 | Musics of the World | 3     |
| Dance 315  | Dance Spectrum      | 3     |

#### And one to two of the following courses (3-5 units):

| Code        | Title                                   | Units |
|-------------|---|-------|
| AFAS 301    | A History of African-American Theater   | 3     |
| Chinese 467 | The Chinese Theater                     | 3     |
| Drama 223   | Cross-Cultural Women Playwrights        | 3     |
| Dance 343   | West African Music and Dance in Context | 2     |
| Japan 446   | The Japanese Theater                    | 3     |

#### Elective courses (choose 8 units):

| Code       | Title   | Units |
|------------|---|-------|
| Drama 368  | Black Theater Workshop III                                      | 3     |
| Music 3021 | Music of the African Diaspora                                   | 3     |
| Music 3022 | Native American Musical Traditions of the Western United States | 3     |
| Dance 305Z | Music Resources for Dance                                       | 2     |
| Dance 328  | Contemporary Dance and the Michio Ito Method                    | 2     |
| Dance 340  | Ballet as Ethnic Dance and Classical Art                        | 3     |
| Dance 343  | West African Music and Dance in Context                         | 2     |

#### Additional electives available in University College (U31):

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| Dance 235 | Dance Doorway to India               | 2     |
| Dance 328 | Dance of West Africa: Intermediate   | 2     |
| Dance 335 | Bharata Natyam as Movement Narrative | 1     |

## Additional Information

This is an interdisciplinary minor, drawing on the distinctive methodologies and training inherent in several disciplines. This minor encourages the student already interested in the performing arts to explore those outside Euro-American traditions. However, students majoring in fields such as anthropology, political science, psychology, education, comparative literature, history and foreign languages may find this minor a useful complement to their primary discipline.

## The Minor in Dance

For the minor in dance, visit the Dance (p. 332) page of this *Bulletin*.

Note: Students in the Class of 2018 and before may instead complete either the minor in ballet or the minor in modern dance,

both listed on the Performing Arts Department website (<http://pad.artsci.wustl.edu/dance-minors>).

## The Minor in Drama

For the minor in drama, visit the Drama (p. 341) page of this *Bulletin*.

## Courses

### Dance

For dance courses, visit the Dance (p. 333) page of this *Bulletin*.

### Drama

For drama courses, visit the Drama (p. 341) page of this *Bulletin*.

## Philosophy

Philosophy tackles central questions in human life, such as: *What counts as human knowledge? How should I live? What is truth? How is the mind related to the body? What is a just society?* These difficult but fundamental questions are rigorously explored in philosophy and worked through by drawing on the historical tradition and utilizing careful reasoning. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy plays a vital role in a well-rounded liberal arts education.

Philosophy courses at Washington University provide opportunities to gain deeper knowledge of the history of philosophy, from the work of the ancient philosophers Plato and Aristotle through key thinkers such as Descartes and Kant to the present. Students can study the interface between philosophy and other disciplines (such as psychology, environmental studies, women's studies, law and political science); they also can examine the methods of inquiry and underlying conceptual frameworks of scientific work itself. Courses in logic equip students to think and argue clearly and rigorously, while courses in analytic philosophy allow for the exploration of fundamental questions about knowledge and metaphysics. The department offers a variety of courses in ethics, where students can consider different theoretical approaches to current political, social, medical and environmental problems.

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## Faculty

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## Majors

Please refer to the following sections for more information about:

- The Major in Philosophy (p. 709)
  - Philosophy Research Track (p. 710)
  - Law and Policy Track (p. 710)
  - Philosophy of Science Track (p. 711)

## The Major in Philosophy

**Total units required:** 27 units, of which at least 6 units must be at the 400 level, and an additional 15 units must be at the 300 level or above.

Majors are encouraged to take more than this minimum number of courses, especially if they are considering graduate work in philosophy. Majors and minors are encouraged to fulfill the writing-intensive requirement by taking Phil 390 Philosophical Writing. All majors are required to complete a capstone experience in philosophy, either an Honors thesis (Phil 499) or the Philosophy Capstone Course (Phil 3991). Majors who are planning to do graduate work in philosophy should attain at least reading proficiency in German, Greek, Latin or French.

### Required courses:

Majors must complete at least one core course in each of the three areas below. Students who do not take Phil 390 will be required to take one additional core course. The core courses, by area, are:

#### *Contemporary/Analytic Philosophy:*

| Code      | Title                  | Units |
|-----------|------------------------|-------|
| Phil 301G | Symbolic Logic         | 3     |
| Phil 306G | Philosophy of Language | 3     |
| Phil 3113 | Theory of Knowledge    | 3     |

|           |                             |   |
|-----------|-----------------------------|---|
| Phil 315  | Philosophy of Mind          | 3 |
| Phil 321G | Philosophy of Science       | 3 |
| Phil 3481 | Introduction to Metaphysics | 3 |

*History of Philosophy:*

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

*Value Theory:*

| Code      | Title                           | Units |
|-----------|---------------------------------|-------|
| Phil 331F | Classical Ethical Theories      | 3     |
| Phil 339F | Philosophy of the Arts          | 3     |
| Phil 340F | Social and Political Philosophy | 3     |
| Phil 345F | Issues in Applied Ethics:       | 3     |
| Phil 346  | Philosophy of Law               | 3     |

On occasion it may be appropriate to substitute a 400-level course in one of these areas for a 300-level core course; individual petitions for substitutions will be considered by the undergraduate director. Generally, for a course to count either as "core" or as partly satisfying the requirement for 6 units at the 400 level, it must be home-based in Philosophy. At most, 3 units of credit in Phil 499 or Phil 500 can be counted toward the required 6 units of 400-level course work.

**Optional tracks:** The department offers the following three special tracks through the major: the philosophy research track (<http://philosophy.artsci.wustl.edu/undergraduate/philosophy-research-track>), the law and policy track (<http://philosophy.artsci.wustl.edu/undergraduate/law-and-policy-track>), and the philosophy of science track (<http://philosophy.artsci.wustl.edu/undergraduate/philosophy-science-track>).

## Philosophy Research Track

The philosophy research track is especially recommended for students who plan to pursue graduate studies and an advanced degree in philosophy — a must for anyone interested in a career as a university or college philosophy teacher. It will give the student a broad background in philosophy, which is a competitive advantage when applying to graduate programs in the field.

**Requirements:**

- At least 36 units total
- Phil 100G Logic and Critical Analysis
- One 100-level class in addition to Phil 100G Logic and Critical Analysis, preferably Phil 120F Problems in Philosophy or Phil 125C Great Philosophers

• **In Contemporary/Analytic:**

| Code         | Title                       | Units |
|--------------|-----------------------------|-------|
| Phil 301G    | Symbolic Logic              | 3     |
| Phil 3113    | Theory of Knowledge         | 3     |
| or Phil 3481 | Introduction to Metaphysics |       |
| Phil 306G    | Philosophy of Language      | 3     |
| or Phil 315  | Philosophy of Mind          |       |
| or Phil 321G | Philosophy of Science       |       |
| Total Units  |                             | 9     |

• **In History:** Any two core courses (a 400-level History course may be substituted for a second 300-level course):

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

• **In Value Theory** (Phil 4310 or Phil 4315 can satisfy a 400-level requirement):

| Code         | Title                      | Units |
|--------------|----------------------------|-------|
| Phil 331F    | Classical Ethical Theories | 3     |
| Phil 4310    | 20th-Century Metaethics    | 3     |
| or Phil 4315 | Normative Ethical Theory   |       |
| Total Units  |                            | 6     |

- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 30 units at the 300 level or above (including core courses)\*
- At least 6 of those 30 units at the 400 level\*\*
- Courses taken pass/fail **cannot** count toward the major.

## Law and Policy Track

This track is especially recommended for students who intend to pursue a career in law or public policy. The track involves taking certain specific courses for the major, and possibly a few extra courses, that will provide the student with additional preparation and a competitive edge when applying to law school, post-graduate programs in public policy, and related jobs.

**Requirements:**

- At least 27 units total
- Phil 100G Logic and Critical Analysis or Phil 301G Symbolic Logic
- Strongly recommended: a 100-level class in addition to Phil 100G Logic and Critical Analysis

- One core course in **Contemporary/Analytic** and one core course in **History**

*Contemporary/Analytic Courses:*

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Phil 301G | Symbolic Logic              | 3     |
| Phil 306G | Philosophy of Language      | 3     |
| Phil 3113 | Theory of Knowledge         | 3     |
| Phil 315  | Philosophy of Mind          | 3     |
| Phil 321G | Philosophy of Science       | 3     |
| Phil 3481 | Introduction to Metaphysics | 3     |

*History Courses:*

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

- Phil 340F Social and Political Philosophy and Phil 346 Philosophy of Law
- Strongly recommended: at least one other **Value Theory** course:

| Code      | Title                           | Units |
|-----------|---------------------------------|-------|
| Phil 340F | Social and Political Philosophy | 3     |
| Phil 346  | Philosophy of Law               | 3     |

- Strongly recommended: at least one 200-level course
- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 21 units at the 300 level or above (including core courses)\*
- At least 6 of those 21 units at the 400 level\*\*
- Courses taken pass/fail **cannot** count toward the major.

## Philosophy of Science Track

The philosophy of science track is available only as a second major in combination with work in one or more of the sciences. It is intended for those students with a scientific background who have an interest in pursuing philosophical issues relating to the natural and physical sciences.

**Requirements:**

- At least 27 units total
- **In Contemporary/Analytic:**

| Code      | Title          | Units |
|-----------|----------------|-------|
| Phil 301G | Symbolic Logic | 3     |

|             |                       |   |
|-------------|-----------------------|---|
| Phil 321G   | Philosophy of Science | 3 |
| Total Units |                       | 6 |

- **In History:** Any one of the core courses listed below:

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

- **In Advanced Philosophy of Science:**

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 4210 | Topics in Advanced Philosophy of Science | 3     |

- Any three of the Supplementary Courses listed below, which must include Phil 390 Philosophical Writing if the writing-intensive requirement is to be fulfilled in Philosophy
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 27 units at the 300 level or above (including core courses)\*
- At least 6 of those 27 units at the 400 level\*\*
- Courses taken pass/fail **cannot** count toward the major.

**Supplementary Courses:**

*General Philosophy Courses:*

| Code     | Title                 | Units |
|----------|-----------------------|-------|
| Phil 390 | Philosophical Writing | 3     |
| Phil 426 | Theories of Concepts  | 3     |

*Logic and Method Courses:*

| Code      | Title                 | Units |
|-----------|-----------------------|-------|
| Phil 403  | Mathematical Logic 1  | 3     |
| Phil 404  | Mathematical Logic II | 3     |
| Phil 405  | Philosophical Logic   | 3     |
| Phil 4051 | Philosophy of Logic   | 3     |

*Epistemology and Metaphysics Courses:*

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Phil 3113 | Theory of Knowledge         | 3     |
| Phil 3481 | Introduction to Metaphysics | 3     |
| Phil 4141 | Advanced Epistemology       | 3     |
| Phil 4142 | Advanced Metaphysics        | 3     |
| Phil 4332 | Cognition and Computation   | 3     |

*Life and Science Courses:*

| Code     | Title                            | Units |
|----------|----------------------------------|-------|
| Phil 423 | Philosophy of Biological Science | 3     |

|          |           |   |
|----------|-----------|---|
| Phil 452 | Aristotle | 3 |
|----------|-----------|---|

*Mind and Science Courses:*

| Code      | Title                                      | Units |
|-----------|--|-------|
| Phil 315  | Philosophy of Mind                         | 3     |
| Phil 418  | Current Controversies in Cognitive Science | 3     |
| Phil 419  | Philosophy of Psychology                   | 3     |
| Phil 4212 | Philosophy of Neuroscience                 | 3     |
| PNP 495   | PNP Seminar (with approval of topic)       | 3     |

### Additional Information

**Senior Honors:** Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as thesis adviser. In addition, they must have, at the end of the junior year, at least a 3.65 overall GPA. For important additional information regarding Senior Honors, consult our webpage (<http://philosophy.artsci.wustl.edu/undergraduate/honors-thesis-philosophy>).

**The Writing-Intensive Seminar:** Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390, which is specially designated as writing-intensive. It is typically taken in the junior year and is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course, in any of the three core areas. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

**Capstone Experience:** All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking the Philosophy Capstone Course (Phil 3991).

**Please be aware that the Capstone Course is offered only in the spring semester**, so students will need to plan their class schedules accordingly if they decide not to do an honors thesis. To qualify for doing an honors thesis, students must have, at the end of the junior year, at least a 3.5 GPA in the major, a 3.5 GPA in advanced philosophy courses, and a 3.65 overall GPA. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

\*At least 27 units of the required upper-level courses must be completed with a minimum of a C-.

\*\*Three of these credits (one course) must not be from Honors Thesis or Independent Study.

**Study Abroad:** Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex

University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and about specific overseas programs is available from the departmental website (<http://philosophy.artsci.wustl.edu/undergraduate/study-abroad>) and the Study Abroad adviser.

### Minors

Please refer to the following sections for more information about:

- The Minor in Philosophy (p. 712)
- The Minor in Philosophy of Science (p. 713)

### The Minor in Philosophy

**Units required:** 18

**Required courses:**

Philosophy minors are required to complete at least 12 units at the 300 level or above, which must include at least one course in each of the following three "core" areas:

*Contemporary/Analytic Philosophy:*

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Phil 301G | Symbolic Logic              | 3     |
| Phil 306G | Philosophy of Language      | 3     |
| Phil 3113 | Theory of Knowledge         | 3     |
| Phil 315  | Philosophy of Mind          | 3     |
| Phil 321G | Philosophy of Science       | 3     |
| Phil 3481 | Introduction to Metaphysics | 3     |

*History of Philosophy:*

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

*Value Theory:*

| Code      | Title                           | Units |
|-----------|---------------------------------|-------|
| Phil 331F | Classical Ethical Theories      | 3     |
| Phil 339F | Philosophy of the Arts          | 3     |
| Phil 340F | Social and Political Philosophy | 3     |
| Phil 345F | Issues in Applied Ethics:       | 3     |
| Phil 346  | Philosophy of Law               | 3     |

### Additional Information

Minors are encouraged to take the writing-intensive course Philosophical Writing (Phil 390). A philosophy minor must receive a grade of C- or above in each course. Many philosophy courses also can be taken as part of a minor in history, philosophy of science, or legal studies.

## The Minor in Philosophy of Science

Units required: 18

### Required courses:

| Code        | Title                                    | Units |
|-------------|--|-------|
| Phil 301G   | Symbolic Logic                           | 3     |
| Phil 321G   | Philosophy of Science                    | 3     |
| Phil 4210   | Topics in Advanced Philosophy of Science | 3     |
| Total Units |  | 9     |

### Elective courses:

At least one course from the following four:

| Code      | Title                                    | Units |
|-----------|--|-------|
| Phil 347C | Ancient Philosophy                       | 3     |
| Phil 349C | Descartes to Hume                        | 3     |
| Phil 357C | Kant and 19th-Century Philosophy         | 3     |
| Phil 358  | Conceptual Foundations of Modern Science | 3     |

At least one course from the following:

| Code      | Title                                      | Units |
|-----------|--|-------|
| Phil 3113 | Theory of Knowledge                        | 3     |
| Phil 315  | Philosophy of Mind                         | 3     |
| Phil 3481 | Introduction to Metaphysics                | 3     |
| Phil 390  | Philosophical Writing                      | 3     |
| Phil 403  | Mathematical Logic 1                       | 3     |
| Phil 404  | Mathematical Logic II                      | 3     |
| Phil 405  | Philosophical Logic                        | 3     |
| Phil 4051 | Philosophy of Logic                        | 3     |
| Phil 4141 | Advanced Epistemology                      | 3     |
| Phil 4142 | Advanced Metaphysics                       | 3     |
| Phil 418  | Current Controversies in Cognitive Science | 3     |
| Phil 419  | Philosophy of Psychology                   | 3     |
| Phil 4212 | Philosophy of Neuroscience                 | 3     |
| Phil 423  | Philosophy of Biological Science           | 3     |
| Phil 426  | Theories of Concepts                       | 3     |
| Phil 4332 | Cognition and Computation                  | 3     |
| Phil 452  | Aristotle                                  | 3     |
| PNP 495   | PNP Seminar (with approval of topic)       | 3     |

## Courses

Visit online course listings to view semester offerings for L30 Phil (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L30&crslvl=1:4>).

### L30 Phil 100G Logic and Critical Analysis

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.

Credit 3 units. A&S: LA, QA A&S IQ: NSM, AN Art: NSM BU: HUM

### L30 Phil 102 Introduction to Scientific Reasoning

This course analyzes scientists' reasoning strategies. Case studies from the history of astronomy, epidemiology, molecular biology, and neuroscience provide a basis for understanding of the character of scientific theories and the means by which they are evaluated. Special attention is given to the construction and evaluation of statistical and causal hypotheses, including experimental design, and to the use of scientific knowledge in public policy decision-making. Students acquire basic skills in critical thinking and scientific reasoning and an introductory understanding of issues in the philosophy of science.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: HUM

### L30 Phil 120F Problems in Philosophy

Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues is considered. The aim of the course is to prepare students to think and write about philosophical problems on their own.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH

### L30 Phil 125C Great Philosophers

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

### L30 Phil 131F Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student

to make headway in thinking carefully and critically about the issues.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L30 Phil 202A Puzzles and Revolutions: Text and Tradition**

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science has, by virtue of its role in the development of technology and the improvement of health, brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Same as L93 IPH 201a

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: SCI EN: H

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**L30 Phil 233F Biomedical Ethics**

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L30 Phil 235F Introduction to Environmental Ethics**

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students also learn some ethical and political theory.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L30 Phil 239 Topics in Philosophy and Environment**

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course focuses on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L30 Phil 2401 Jewish Political Thought**

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish

community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Same as L57 RelPol 240

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L30 Phil 2501 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is, at its heart, applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L30 Phil 297 Undergraduate Independent Study**

Prerequisite: permission of the department.

Credit variable, maximum 6 units.

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**L30 Phil 299 Internship in Philosophy**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center, the site supervisor and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.

Credit variable, maximum 3 units.

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**L30 Phil 3001 Philosophy of Medicine**

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L30 Phil 301G Symbolic Logic**

In the first half of the course we study some features of truth — functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we go on to study three different styles of proof system — tableaux, axiomatic and natural deduction. This course continues where Phil 100 An introduction to Logic and Critical Analysis leaves off. It is recommended for students who already have taken that introductory course, or for students who already have a

strong background in mathematics. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: LA A&S IQ: NSM, AN Art: NSM BU: HUM

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### L30 Phil 306G Philosophy of Language

A survey of major philosophical problems concerning meaning, reference and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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### L30 Phil 308 Introduction to Semantics

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Same as L44 Ling 311

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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### L30 Phil 309 Topics in the Wilderness

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course focuses on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH

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### L30 Phil 310 Contemporary Jewish Thought

A study of the representative figures and problems of modern Jewish thought from Spinoza to the present. Other topics include: the impact of the European Enlightenment; Zionism; Buber; Rosenzweig; Kaplan; and Soloveitchik. Prerequisite: JINE 208F or the equivalent.

Same as L75 JINE 310

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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### L30 Phil 3101 Topics in Philosophy of Religion

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approach to the problem of evil in Western philosophical and religious thought.

Same as L23 Re St 3101

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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### L30 Phil 3113 Theory of Knowledge

This course will focus on issues in epistemology with the aim of providing a survey of contemporary work. The course begins with a close reading of Descartes' first three Meditations. These should help us set some of the problems that figure in more recent work and provide an introduction to certain fundamental epistemological concepts. No particular background will be assumed, but participants are expected to come to class prepared to discuss topics at an advanced level. Readings are taken from original sources and can be challenging. Although most assignments are reasonably short, students should allow time for careful reading and re-reading. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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### L30 Phil 315 Philosophy of Mind

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers.

The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can nonlinguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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### L30 Phil 316 Mind and Morals

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are nonhuman animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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### L30 Phil 321G Philosophy of Science

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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### L30 Phil 327 Philosophy of Religion

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L30 Phil 331F Classical Ethical Theories**

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L30 Phil 3321 Feminist Philosophy**

This course focuses on vital normative issues of government, community, culture and interpersonal relationships that bear on women's lives in distinctive ways. We consider diverse topics from varied feminist perspectives. Probable topics include: race/ethnicity and gender; care and justice; varieties of oppression; lesbianism; sexuality; radical democracy; violence against women; and whether philosophical modes of investigation are biased against women.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: ETH EN: H

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**L30 Phil 339F Philosophy of the Arts**

An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power, or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles?

In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of "language," and the nature of literary interpretation. Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L30 Phil 340F Social and Political Philosophy**

Study of certain fundamental issues concerning government, society and culture. For example: What are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, HUM

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**L30 Phil 345F Issues in Applied Ethics:**

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive health care and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one

course at the 100 or 200 level in applied ethics; or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L30 Phil 346 Philosophy of Law**

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L30 Phil 347C Ancient Philosophy**

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems is discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L30 Phil 3481 Introduction to Metaphysics**

This course is an introduction to central debates of contemporary analytic metaphysics. Metaphysics is concerned with the nature of the most general kinds of things and the relationship between these things. We discuss the nature of and relationship between properties, material objects, persons, time, space and modality. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L30 Phil 349C Descartes to Hume**

An examination of major philosophical systems and problems in Modern Philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism, and skepticism, with readings selected from the continental rationalists, Descartes, Spinoza, and Leibniz, and from the British empiricists, Locke, Berkeley, and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L30 Phil 3507 Legal Conflict in Modern American Society**

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies.

The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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### L30 Phil 351 History of Western Philosophy: Modern

Credit 3 units. BU: ETH

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### L30 Phil 357C Kant and 19th-Century Philosophy

Examination of Kant and 19th-century philosophy. We will discuss Kant's "Copernican Turn" in metaphysics and epistemology, as well as his moral philosophy, and we will study works of selected 19th-century philosophers such as those of Hegel, Marx, Mill, and Nietzsche. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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### L30 Phil 358 Conceptual Foundations of Modern Science

The aim of this course is to present some of the basic concepts underlying modern science. Insofar as many of those concepts first appeared or became predominant in the 17th and early 18th centuries, the course concentrates on primary works from that period. Among the concepts to be studied are: 1. Nature and natures: the ontology of matter and force; causal closure. 2. Methods: observing and intervening, systematic and organized. 3. Explanations: appeal to laws and mechanisms; teleology. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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### L30 Phil 361 Philosophy of Emotions

Emotions like fear, joy, disgust, sadness and love are central to how we engage with each other and understand the world around us. But what can we say about what emotions are, how they function, and when they are valuable? This course will draw on research in philosophy as well as the social and cognitive sciences. The aim will be to develop a rich combination of conceptual, empirical, and phenomenological resources and bring them to bear on central questions about the nature and significance of emotions.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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### L30 Phil 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art.

This interest has roots in tradition: Historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L30 Phil 375 Existentialism

The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisite: one course in Philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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### L30 Phil 3801 Ancient Greek and Roman Medicine

This course introduces the student to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. In the end, we will find ourselves in the Middle Ages. Our focus will be on Greco-Roman medicine: how disease was understood; how disease was treated surgically, pharmacologically, and through diet; the intellectual origins of Greek medicine; the related close relationship between Greco-Roman medicine and philosophy; and the social status of medical practitioners. We will also discuss how medicine was written and in what terms its practitioners conceived it.

Same as L08 Classics 3801

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L30 Phil 390 Philosophical Writing

This seminar has a different topic of central philosophical importance each semester. Significant attention also is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. Limited to 15 students. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI BU: HUM EN: H

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### L30 Phil 397 Undergraduate Independent Study

Credit variable, maximum 6 units.

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### L30 Phil 3991 Philosophy Capstone Course

This course focuses either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as "the meaning of life" or "the concept of self." In either case, the course draws together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an honors project. Work for the course typically consists of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisites: senior standing and major

in philosophy; preference given to those majors not pursuing Honors.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L30 Phil 403 Mathematical Logic I

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness and decidability. Prerequisite: Phil 301G or equivalent or a background in mathematics.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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### L30 Phil 404 Mathematical Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Phil 403 or a strong background in mathematics.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 405 Philosophical Logic

What the philosophy student needs to know of logic, its techniques and its use as a tool in philosophical analysis. Some attention to the history of the subject and to its metatheory.

Prerequisite: previous exposure to formal logic, or permission of instructor.

Credit 3 units. A&S: LA

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### L30 Phil 4051 Philosophy of Logic

This course surveys some important issues in the philosophy of logic. We begin with basic foundational issues in classical logic, including the relation of logic to psychological reasoning and Tarski's definition of logical consequence, and gradually go on to consider the motivations and status of well-known extensions (sometimes regarded as "neo-classical" logics) such as modal logics and second-order logic. In the last weeks of the course, we examine some outright challengers, including intuitionistic and paraconsistent logics. After evaluating the arguments for and against these challenges, we examine one recent, controversial view—logical pluralism—which suggests that we might not need to choose among the rival systems. Many of the readings for this course are classics of contemporary philosophy, and the subject is likely to be of especial interest to students who have interests in logic, and in the philosophy and foundations of mathematics and language. Some of the important ideas in the course presuppose at least a basic acquaintance with formal logic, and hence either Phil 100 or Phil 301 (or permission of the instructor) are prerequisites.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L30 Phil 4061 Topics in the Philosophy of Language

Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault, or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor.

Credit 3 units. A&S: TH

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### L30 Phil 4065 Advanced Philosophy of Language

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic

tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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### L30 Phil 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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### L30 Phil 410 Theories of Perception

A consideration of recent work in philosophy and cognitive science on the nature of perception and its contribution to thought, knowledge and behavior. Special attention is paid to two questions: To what extent can perceptual experience be changed through learning? In what sense do perceptual states have content? The relation of these issues to more general theories of mental content, to the possibility of objective and theory-neutral observation in science, and to the directness or indirectness of perception are discussed. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of instructor.

Credit 3 units. A&S: TH

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### L30 Phil 4141 Advanced Epistemology

Competing theories of knowledge and belief justification are considered. Careful attention is given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisite: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4142 Advanced Metaphysics

Through readings from both classical and contemporary sources, a single traditional metaphysical concern is made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality and possibility, and such positions as metaphysical realism, idealism, materialism, relativism and irrealism. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 418 Current Controversies in Cognitive Science

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in

Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L64 PNP 418

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L30 Phil 419 Philosophy of Psychology

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4202 Contemporary Feminisms

The purpose of this course is to provide a framework, a map, within which students can locate feminist ideas. The course, which may be presented historically, explores and compares different types of feminism selected from, for example, the following feminisms: liberal; Marxist; socialist; radical; lesbian; black; existentialist; postmodern. The class considers how such feminisms analyze the nature and sources of women's oppressions, the worlds they envision, and the means they use to bring about change. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one women, gender, and sexuality studies course or permission of the instructor. Same as L77 WGSS 420

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM EN: H

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### L30 Phil 4210 Topics in Advanced Philosophy of Science

This course varies in topics related to philosophy of science from semester to semester. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4212 Philosophy of Neuroscience

This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 423 Philosophy of Biological Science

This course examines a number of theoretical, conceptual, and methodological issues that arise in the attempts of biologists to explain living systems. One sort of problem concerns the relation between biology (and biological descriptions and explanations) and physics and chemistry. Biological phenomena have often seemed very different from ordinary physical phenomena in being teleological or goal oriented. Vitalists, accordingly, resisted

the attempt to invoke physics and chemistry in the attempt to explain biological phenomena. But recently biology has come more and more to draw upon physics and chemistry; we will examine the conceptual frameworks that underlie these efforts. Another sort of problem concerns the adaptiveness of living organisms. Charles Darwin offered one naturalistic explanation of this feature, an explanation that was further developed in this century as the synthetic theory of evolution. A number of controversial issues have arisen within this context of adaptation, and the range of levels at which selection can occur. The ubiquity of evolution, moreover, has been challenged in recent years, as a number of non-selectionist explanations have recently been put forward. We will consider the arguments for the synthetic theory and these alternatives.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 426 Theories of Concepts

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we explore competing theories of concepts that have been proposed by philosophers, psychologists and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisite: one previous course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 430 Topics in Ethics

Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM

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### L30 Phil 4310 20th-Century Metaethics

An examination of metaphysical and epistemological issues in ethics. Topics include: the nature of the good and the right, the meaning of ethical terms, the logic of moral argument, and the status of moral knowledge. We consider philosophical works written since 1900 by such authors as Moore, Ross, Stevenson, Ayer, Foot, Hare, Brink, Harmon, Blackburn, and McDowell. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4315 Normative Ethical Theory

An exploration of the three major normative ethical theories debated by philosophers in the last hundred years: Kantian ethics, utilitarianism, and virtue theory. Authors covered in the course may include: Henry Sidgwick, R. M. Hare, R.B. Brandt, John Rawls, Bernard Williams, Philippa Foot, Thomas Nagel, Christine Korsgaard, Michael Slote, and Barbara Herman. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4320 British Moralists

An investigation of the work of the great British moral philosophers of the 17th-19th centuries, especially Hobbes, Hume, and Mill. Other figures may include Reid, Butler, Hutcheson, Bentham, and Sidgwick. In considering these philosophers, we explore the relations between normative ethics,

moral psychology, and political philosophy, and may include a discussion of legal, social and economic philosophies as well. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4332 Cognition and Computation

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We will be looking at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP PhD program. Prerequisites: at least two 400-level PNP courses cross-listed in Philosophy.  
Same as L64 PNP 4332  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L30 Phil 438 Aesthetics

A careful consideration of selected issues regarding the experience of visual art, architecture, music or literature, as well as of the power or beauty of nature, people and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the artists' intentions matter? Some central concerns are: how do visual art and literary texts have "meaning," what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues? Prerequisites: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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### L30 Phil 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 451 Plato

An examination of some of Plato's most important dialogues, typically including *Gorgias*, *Phaedo*, and *The Republic*, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention is paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L30 Phil 452 Aristotle

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement.

Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L30 Phil 4530 Hellenistic Philosophy

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L30 Phil 4550 Continental Rationalism

A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza and Leibniz are examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems or vice versa? The lines of development connecting these philosophers are traced, and such enduring problems as the relation of mind to body are examined. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4570 Kant's Critique of Pure Reason

An in-depth investigation of Kant's *Critique of Pure Reason*, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers are used to situate Kant's work in a systematic and historical context, to present some "Kantian" positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 4575 Kant's Moral Theory

An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the *Critique of Practical Reason*, parts of the *Metaphysics of Morals*, *Perpetual Peace* and other writings. Supplementary readings are used to situate Kant's work in its systematic and historical context, to provide orientation in the world of Kant scholarship, and to introduce important contrasting views and criticisms. We also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisite: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.  
Credit 3 units. A&S: TH A&S IQ: HUM

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### L30 Phil 464 Advanced Continental Philosophy

A study of selected texts by such major figures of 20th-century continental philosophy as Husserl, Heidegger, Merleau-Ponty, Sartre, de Beauvoir, Levinas, Habermas, Foucault, Derrida and Irigaray. Such topics as phenomenology, hermeneutics, existentialism, critical theory, structuralism and post-structuralism

are investigated. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor. Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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### L30 Phil 465 Topics in the History of Philosophy

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L30 Phil 4751 Reformers and Radicals: Feminist Thinking Through History

We focus on feminist thought in Western culture but also examine non-Western ideas about feminisms. We trace the relationship among emergent feminist ideas and such developments as the rise of scientific methodology, Enlightenment thought, revolutionary movements and the gendering of the political subject, colonialism, romanticism, socialism, and global feminisms. Readings are drawn from both primary sources and recent feminist scholarship on the texts under consideration. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor. Students who have taken L77 WGSS 475 Intellectual History of Feminism can not take this class.

Same as L77 WGSS 475

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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### L30 Phil 497 Undergraduate Independent Study

Prerequisite: permission of the department.

Credit variable, maximum 6 units.

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### L30 Phil 499 Study for Honors

Prerequisites: Visit <http://philosophy.artsci.wustl.edu/undergraduate/honors-thesis-philosophy>.

Credit 3 units. A&S: TH

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## Philosophy-Neuroscience-Psychology

Philosophy-Neuroscience-Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. Students who choose to major in PNP will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; equally important, they will see new questions emerge and learn to pursue those as well. Examples include: Is the mind-brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use

imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky's claim that language is an innate mental organ designed to generate an infinite number of sentences? PNP majors will seek answers to questions such as these in courses offered by PNP and PNP's affiliated departments.

**Contact:** PNP Office  
**Phone:** 314-935-4297  
**Email:** [pnp@wustl.edu](mailto:pnp@wustl.edu)  
**Website:** <http://pnp.artsci.wustl.edu>

## Faculty

### Director

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Professor

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(Philosophy; Philosophy-Neuroscience-Psychology)

### Core Faculty

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Professor; Chair, Performing Arts Dept.; Dean, University College

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## Postdoctoral Fellow

**Joseph McCaffrey**  
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## Participating Faculty

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**Deanna M. Barch** (<http://psychweb.wustl.edu/people/deanna-barch>)  
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**Joe Barcroft** (<http://rll.wustl.edu/people/barcroft>)  
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(Romance Languages and Literatures)

**Cindy Brantmeier** (<http://rll.wustl.edu/people/brantmeier>)  
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**Roy Sorensen** (<http://philosophy.artsci.wustl.edu/people/roy-sorensen>)

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Study Abroad Advisor; Lecturer  
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**James Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))

Marshall S. Snow Professor in Arts & Sciences  
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(Anthropology; American Culture Studies; Education;  
International and Area Studies)

**Desirée A. White** (<http://psychweb.wustl.edu/white>)

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(Psychological & Brain Sciences)

**Jeffrey M. Zacks** (<http://psychweb.wustl.edu/zacks>)

Professor  
PhD, Stanford University  
(Psychological & Brain Sciences)

## Endowed Professors

**John Baugh** ([http://anthropology.artsci.wustl.edu/baugh\\_john](http://anthropology.artsci.wustl.edu/baugh_john))

Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(African and African-American Studies; American Culture  
Studies; Anthropology; Education; English; Psychological &  
Brain Sciences)

**Pascal R. Boyer** ([http://anthropology.artsci.wustl.edu/boyer\\_pascal](http://anthropology.artsci.wustl.edu/boyer_pascal))

Henry Luce Professor of Collective and Individual Memory  
PhD, University of Paris–Nanterre  
(Anthropology; Religious Studies)

**Maurizio Corbetta** (<https://neuro.wustl.edu/biographies/maurizio-corbetta-md>)

Norman J. Stupp Professor of Neurology  
MD, University of Verona, Italy

**Steven E. Petersen** (<https://neuro.wustl.edu/biographies/steven-petersen-phd>)

James S. McDonnell Professor of Cognitive Neuroscience  
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**Henry L. Roediger III** (<http://psychweb.wustl.edu/roediger>)

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**Rebecca Treiman** (<http://psychweb.wustl.edu/treiman>)

Burke and Elizabeth High Baker Professor of Child  
Developmental Psychology  
PhD, University of Pennsylvania  
(Psychological & Brain Sciences)

## Majors

### The Major in Philosophy- Neuroscience-Psychology

#### I. Core Undergraduate Requirements for PNP

Required for all students, regardless of track:

#### Entry Sequence

Choose one of the following:

PNP Sequence

PNP 200 Introduction Cognitive Science and

PNP 201 Inquiry in the Cognitive Sciences **or**  
Psych 301 Experimental Psychology

**or**

Mind, Brain, Behavior Sequence (MBB)

MBB 120A Introduction to Study of the Mind-  
Brain: Psychological, Biological and Philosophical  
Perspectives

MBB 122 Introduction to the Study of the Mind Brain  
II **or** PNP 200 Introduction Cognitive Science

#### Core Philosophy Requirements

Prerequisites:

| Code         | Title                                | Units |
|--------------|--------------------------------------|-------|
| Phil 100G    | Logic and Critical Analysis          | 3     |
| or Phil 102  | Introduction to Scientific Reasoning |       |
| or Phil 120F | Problems in Philosophy               |       |

or Phil 125C Great Philosophers

**Upper division:** Two courses at the 300 or 400 level.

Majors must take either

PNP 315 Philosophy of Mind, or  
PNP 306 Philosophy of Language

and another from the list below:

| Code      | Title   | Units |
|-----------|---|-------|
| PNP 301   | Symbolic Logic  | 3     |
| PNP 306   | Philosophy of Language  | 3     |
| PNP 315   | Philosophy of Mind  | 3     |
| PNP 316   | Mind and Morals   | 3     |
| PNP 321   | Philosophy of Science   | 3     |
| Phil 339F | Philosophy of the Arts  | 3     |
| Phil 3481 | Introduction to Metaphysics   | 3     |
| Phil 349C | Descartes to Hume   | 3     |
| PNP 3581  | Conceptual Foundations of Modern Science  | 3     |
| Phil 366  | Art and the Mind-Brain  | 3     |
| Phil 390  | Philosophical Writing (upon approval of subject matter, consult PNP office for each semester) | 3     |
| PNP 4023  | Models of Social Science  | 3     |
| Phil 403  | Mathematical Logic 1  | 3     |
| Phil 404  | Mathematical Logic II   | 3     |
| Phil 405  | Philosophical Logic   | 3     |
| Phil 4051 | Philosophy of Logic   | 3     |
| Phil 4061 | Topics in the Philosophy of Language  | 3     |
| PNP 4065  | Advanced Philosophy of Language   | 3     |
| Phil 410  | Theories of Perception  | 3     |
| PNP 4141  | Advanced Epistemology   | 3     |
| PNP 4142  | Advanced Metaphysics  | 3     |
| PNP 418   | Current Controversies in Cognitive Science  | 3     |
| PNP 419   | Philosophy of Psychology  | 3     |
| PNP 4210  | Topics in Advanced Philosophy of Science  | 3     |
| Phil 4212 | Philosophy of Neuroscience  | 3     |
| Phil 423  | Philosophy of Biological Science  | 3     |
| PNP 426   | Theories of Concepts  | 3     |
| PNP 4332  | Cognition and Computation   | 3     |
| PNP 495   | PNP Seminar   | 3     |
| PNP 496   | PNP Seminar   | 3     |

### Core Psychological & Brain Sciences Requirements

**Prerequisite:** Psych 100B Introduction to Psychology

**Upper division:** Two courses at the 300 or 400 level.

Unless a student has completed MBB 120A with a grade of B- or higher, they must take

PNP 360 Cognitive Psychology, or  
PNP 408 Psychology of Language

and another from the list below:

| Code       | Title                                     | Units |
|------------|---|-------|
| Psych 300  | Introduction to Psychological Statistics  | 3     |
| Psych 301  | Experimental Psychology                   | 4     |
| PNP 3151   | Introduction to Social Psychology         | 3     |
| PNP 3211   | Developmental Psychology                  | 3     |
| PNP 323    | Play and Development                      | 3     |
| Psych 326  | Introduction to the Psychology of Aging   | 3     |
| PNP 330    | Sensation and Perception                  | 3     |
| PNP 3401   | Biological Psychology                     | 3     |
| PNP 3451   | Genes, Environment, and Human Behavior    | 3     |
| PNP 3531   | Psychology of Personality                 | 3     |
| PNP 3541   | Abnormal Psychology                       | 3     |
| Psych 357  | Introduction to Clinical Psychology       | 3     |
| Psych 358  | Language Acquisition                      | 3     |
| PNP 360    | Cognitive Psychology                      | 3     |
| PNP 361    | Psychology of Learning                    | 3     |
| PNP 362    | The Biological Basis of Human Behavior    | 3     |
| PNP 3661   | Psychology of Creativity                  | 3     |
| Psych 374  | Drugs, Brain and Behavior                 | 3     |
| PNP 380    | Human Learning and Memory                 | 3     |
| PNP 408    | Psychology of Language                    | 3     |
| Psych 4046 | Developmental Neuropsychology             | 3     |
| Psych 4182 | Perception, Thought and Action            | 3     |
| PNP 4302   | Cognitive Psychology Applied to Education | 3     |
| Psych 4625 | Autobiographical Memory                   | 3     |
| Psych 4651 | History and Modern Systems of Psychology  | 3     |
| PNP 495    | PNP Seminar                               | 3     |

## II. Track-specific Requirements

### Courses required for the Cognitive Neuroscience (CN) track

**Prerequisites:** Biol 2960 or Psych 3401\*

and permission of instructor; Biol 3058 recommended.

**Upper division:** Two neuroscience courses at the 300 or 400 level. Students **must** take:

| Code       | Title                            | Units |
|------------|----------------------------------|-------|
| Biol 3411  | Principles of the Nervous System | 3     |
| Psych 3604 | Cognitive Neuroscience           | 3     |

(\*Psych 3401 Biological Psychology **can** count toward the depth requirement in neuroscience, if taken as a prerequisite.)

### **Courses required for the Language, Cognition and Culture (LCC) track**

#### **Prerequisites:**

| Code        | Title                           | Units |
|-------------|---------------------------------|-------|
| Anthro 170D | Introduction to Linguistics     | 3     |
| Anthro 150A | Introduction to Human Evolution | 3     |

**Upper division:** Two courses at the 300 or 400 level, chosen from those below:

| Code        | Title   | Units |
|-------------|---|-------|
| PNP 301     | Symbolic Logic  | 3     |
| PNP 306     | Philosophy of Language                                      | 3     |
| PNP 309     | Syntactic Analysis  | 3     |
| PNP 3111    | Introduction to Semantics                                   | 3     |
| Ling 312    | Phonetics   | 3     |
| PNP 313     | Phonological Analysis                                       | 3     |
| PNP 3171    | Introduction to Computational Linguistics                   | 3     |
| PNP 320     | Historical and Comparative Linguistics                      | 3     |
| Anthro 3386 | Language, Culture and Society                               | 3     |
| Ling 339    | Introduction to Sociolinguistics                            | 3     |
| Psych 358   | Language Acquisition  | 3     |
| PNP 362     | The Biological Basis of Human Behavior                      | 3     |
| PNP 3662    | Primate Biology   | 3     |
| PNP 3701    | Introduction to Hispanic Linguistics                        | 3     |
| PNP 396     | Linguistics Seminar: Pragmatics in Second Language Learning | 3     |
| PNP 406     | Primate Ecology and Social Structure                        | 3     |
| PNP 4065    | Advanced Philosophy of Language                             | 3     |
| PNP 408     | Psychology of Language                                      | 3     |
| PNP 4122    | Language and Gender   | 3     |
| Span 413    | Linguistics and Language Learning                           | 3     |
| Span 416    | Introduction to Hispanic Linguistics                        | 3     |
| PNP 4192    | Primate Cognition   | 3     |
| PNP 4315    | Culture, Language and the Education of Black Students       | 3     |
| Psych 4351  | Reading and Reading Development                             | 3     |
| PNP 466     | Second Language Acquisition                                 | 3     |
| PNP 467     | Grammar and Vocabulary Acquisition                          | 3     |

|          |  |   |
|----------|--|---|
| Span 469 | Reading and Writing in a Second Language | 3 |
|----------|--|---|

### **III. Depth Requirement**

Students on the CN track must complete at least 9 units, including at least 3 units at the 400 level or above, in one area of either philosophy, psychology or neuroscience.

Students on the LCC track must complete at least 9 units, including at least 3 units at the 400 level or above, in one area of either philosophy, psychology, anthropology or linguistics.

Note that for either track, for students matriculating in 2015 and beyond who have another major in one of the designated areas, courses from the other major may not count toward satisfying the depth requirement; i.e., there is no "double counting" between the majors.

Three units of MBB 300 **may** be counted toward the depth requirement, in an area appropriate to the research undertaken (e.g., a psychology research project would count toward the psychology depth requirement). All 9 depth requirement units **must** be taken in a single area.

### **Philosophy**

| Code      | Title                                      | Units |
|-----------|--|-------|
| Phil 3001 | Philosophy of Medicine                     | 3     |
| PNP 301   | Symbolic Logic                             | 3     |
| PNP 306   | Philosophy of Language                     | 3     |
| PNP 315   | Philosophy of Mind                         | 3     |
| PNP 316   | Mind and Morals                            | 3     |
| PNP 321   | Philosophy of Science                      | 3     |
| Phil 3481 | Introduction to Metaphysics                | 3     |
| Phil 349C | Descartes to Hume                          | 3     |
| PNP 3581  | Conceptual Foundations of Modern Science   | 3     |
| Phil 366  | Art and the Mind-Brain                     | 3     |
| Phil 390  | Philosophical Writing                      | 3     |
| Phil 339F | Philosophy of the Arts                     | 3     |
| PNP 4023  | Models of Social Science                   | 3     |
| Phil 403  | Mathematical Logic 1                       | 3     |
| Phil 404  | Mathematical Logic II                      | 3     |
| Phil 405  | Philosophical Logic                        | 3     |
| Phil 4051 | Philosophy of Logic                        | 3     |
| Phil 4061 | Topics in the Philosophy of Language       | 3     |
| PNP 4065  | Advanced Philosophy of Language            | 3     |
| Phil 410  | Theories of Perception                     | 3     |
| PNP 4141  | Advanced Epistemology                      | 3     |
| PNP 4142  | Advanced Metaphysics                       | 3     |
| PNP 418   | Current Controversies in Cognitive Science | 3     |

|           |  |   |
|-----------|--|---|
| PNP 419   | Philosophy of Psychology                 | 3 |
| PNP 4210  | Topics in Advanced Philosophy of Science | 3 |
| Phil 4212 | Philosophy of Neuroscience               | 3 |
| Phil 423  | Philosophy of Biological Science         | 3 |
| PNP 426   | Theories of Concepts                     | 3 |
| PNP 4332  | Cognition and Computation                | 3 |
| PNP 495   | PNP Seminar                              | 3 |
| PNP 496   | PNP Seminar                              | 3 |

|            |   |   |
|------------|---|---|
| Psych 4625 | Autobiographical Memory   | 3 |
| Psych 4651 | History and Modern Systems of Psychology                                    | 3 |
| Psych 4745 | Genes, Brain and Behavior: Pathways to Psychopathology                      | 3 |
| Psych 4765 | Inside the Disordered Brain: Biological Bases of the Major Mental Disorders | 3 |
| PNP 495    | PNP Seminar   | 3 |
| PNP 496    | PNP Seminar   | 3 |

## Psychology

| Code       | Title   | Units |
|------------|---|-------|
| Psych 300  | Introduction to Psychological Statistics            | 3     |
| Psych 301  | Experimental Psychology                             | 4     |
| PNP 3151   | Introduction to Social Psychology                   | 3     |
| PNP 3211   | Developmental Psychology                            | 3     |
| PNP 323    | Play and Development                                | 3     |
| Psych 326  | Introduction to the Psychology of Aging             | 3     |
| PNP 330    | Sensation and Perception                            | 3     |
| PNP 3401   | Biological Psychology                               | 3     |
| PNP 3451   | Genes, Environment, and Human Behavior              | 3     |
| PNP 3531   | Psychology of Personality                           | 3     |
| PNP 3541   | Abnormal Psychology                                 | 3     |
| Psych 357  | Introduction to Clinical Psychology                 | 3     |
| Psych 358  | Language Acquisition                                | 3     |
| PNP 360    | Cognitive Psychology                                | 3     |
| PNP 361    | Psychology of Learning                              | 3     |
| PNP 362    | The Biological Basis of Human Behavior              | 3     |
| PNP 3661   | Psychology of Creativity                            | 3     |
| Psych 374  | Drugs, Brain and Behavior                           | 3     |
| PNP 380    | Human Learning and Memory                           | 3     |
| Psych 4046 | Developmental Neuropsychology                       | 3     |
| PNP 408    | Psychology of Language                              | 3     |
| PNP 4302   | Cognitive Psychology Applied to Education           | 3     |
| Psych 4182 | Perception, Thought and Action                      | 3     |
| Psych 4361 | Psychological Perspectives on the Self              | 3     |
| Psych 4408 | Trauma and Memory                                   | 3     |
| Psych 4413 | Advanced Cognitive Neuroscience (Writing Intensive) | 3     |
| PNP 4450   | Functional Neuroimaging Methods                     | 3     |
| Psych 4591 | The Development of Social Cognition                 | 3     |
| Psych 462  | Psychology of Memory and Cognition                  | 3     |

## Neuroscience

| Code       | Title  | Units |
|------------|--|-------|
| Biol 3058  | Physiological Control Systems                            | 2     |
| Psych 3401 | Biological Psychology                                    | 3     |
| Biol 3421  | Introduction to Neuroethology                            | 3     |
| Biol 3422  | Genes, Brains and Behavior                               | 3     |
| PNP 350    | Physics of the Brain                                     | 3     |
| PNP 355    | Physics of Vision  | 3     |
| Biol 360   | Biophysics Laboratory                                    | 3     |
| PNP 362    | The Biological Basis of Human Behavior                   | 3     |
| Psych 374  | Drugs, Brain and Behavior                                | 3     |
| PNP 402    | The Physiology and Biophysics of Consciousness           | 2     |
| Biol 4030  | Biological Clocks  | 3     |
| Biol 4031  | Biological Clocks (WI)                                   | 3     |
| PNP 404    | Laboratory of Neurophysiology                            | 4     |
| Psych 4046 | Developmental Neuropsychology                            | 3     |
| Phil 4212  | Philosophy of Neuroscience                               | 3     |
| Psych 4413 | Advanced Cognitive Neuroscience (Writing Intensive) (WI) | 3     |
| PNP 4450   | Functional Neuroimaging Methods                          | 3     |
| PNP 4488   | The Cognitive Neuroscience of Film                       | 3     |
| Psych 4745 | Genes, Brain and Behavior: Pathways to Psychopathology   | 3     |
| BME 4902   | Cellular Neurophysiology                                 | 3     |
| PNP 495    | PNP Seminar  | 3     |
| PNP 496    | PNP Seminar  | 3     |

## Anthropology

| Code        | Title                                  | Units |
|-------------|--|-------|
| Anthro 3386 | Language, Culture and Society          | 3     |
| PNP 362     | The Biological Basis of Human Behavior | 3     |
| PNP 3662    | Primate Biology                        | 3     |
| PNP 406     | Primate Ecology and Social Structure   | 3     |
| PNP 4122    | Language and Gender                    | 3     |
| PNP 4190    | Primate Behavior                       | 3     |

|          |                   |   |
|----------|-------------------|---|
| PNP 4192 | Primate Cognition | 3 |
| PNP 495  | PNP Seminar       | 3 |
| PNP 496  | PNP Seminar       | 3 |

## Linguistics

| Code        | Title   | Units |
|-------------|---|-------|
| PNP 301     | Symbolic Logic  | 3     |
| PNP 306     | Philosophy of Language                                      | 3     |
| PNP 309     | Syntactic Analysis  | 3     |
| PNP 3111    | Introduction to Semantics                                   | 3     |
| Ling 312    | Phonetics   | 3     |
| PNP 313     | Phonological Analysis                                       | 3     |
| PNP 3171    | Introduction to Computational Linguistics                   | 3     |
| PNP 320     | Historical and Comparative Linguistics                      | 3     |
| Anthro 3386 | Language, Culture and Society                               | 3     |
| Ling 339    | Introduction to Sociolinguistics                            | 3     |
| Psych 358   | Language Acquisition  | 3     |
| PNP 3701    | Introduction to Hispanic Linguistics                        | 3     |
| PNP 396     | Linguistics Seminar: Pragmatics in Second Language Learning | 3     |
| Phil 4061   | Topics in the Philosophy of Language                        | 3     |
| PNP 4065    | Advanced Philosophy of Language                             | 3     |
| Psych 433   | Psychology of Language                                      | 3     |
| PNP 4122    | Language and Gender   | 3     |
| Span 413    | Linguistics and Language Learning                           | 3     |
| Span 416    | Introduction to Hispanic Linguistics                        | 3     |
| Span 417    | Spanish Phonetics, Phonology and Dialectology               | 3     |
| PNP 4315    | Culture, Language and the Education of Black Students       | 3     |
| Psych 4413  | Advanced Cognitive Neuroscience (Writing Intensive)         | 3     |
| PNP 466     | Second Language Acquisition                                 | 3     |
| PNP 467     | Grammar and Vocabulary Acquisition                          | 3     |
| Span 469    | Reading and Writing in a Second Language                    | 3     |
| PNP 495     | PNP Seminar   | 3     |
| PNP 496     | PNP Seminar   | 3     |

## IV. Capstone

The Capstone is required for honors students and first majors; it is recommended for second majors. It consists of one of the following:

- A PNP Honors project (PNP 499, 6 units; requires PNP Honors form to be filled out and approved by Honors Coordinator).

- The 2-unit PNP Reading Class (formerly PNP Book Club) plus the PNP Seminar (PNP 495) of PNP 496
- The PNP Reading Class (formerly PNP Book Club) plus 3 advanced units of independent study, PNP 500. The independent study details are available on the PNP website (<https://pnp.artsci.wustl.edu/undergraduate/independent-study>).

Units from a capstone experience can count toward the depth requirement in either the CN or LCC tracks.

## Minors

### The Minor in Philosophy-Neuroscience-Psychology

**Units required:** 15

**Required courses:** Minors are required to complete at least 15 units, of which 9 must be at the 300 level or above.

The minor is composed of a **6-unit introductory sequence** (PNP 200 and PNP 201, or MBB 120A and MBB 122), followed by:

- 3 units in Philosophy:
  - PNP 315 Philosophy of Mind/Phil 315
  - or**
  - PNP 306 Philosophy of Language/Phil 306G
- 3 units of Neuroscience:
  - PNP 3411 Principles of the Nervous System/Biol 3411
  - or**
  - Psych 3604 Cognitive Neuroscience
- 3 units in Psychology:
  - PNP 360 Cognitive Psychology/Psych 360
  - or**
  - PNP 408 Psychology of Language

## Additional Information

Psych 100B is the prerequisite for all psychological & brain science courses at the 300 level and above. Note that no more than 6 units counted toward a minor in PNP may be transferred or earned abroad, and no more than 3 units may be counted toward another major or minor.

## Courses

Visit online course listings to view semester offerings for L64 PNP (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L64&crslvl=1:4>).

### L64 PNP 200 Introduction Cognitive Science

We seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology and artificial

intelligence. This course considers multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness, emotion, language, thought, memory, attention and machine intelligence. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120A or Ling 170D.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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#### L64 PNP 201 Inquiry in the Cognitive Sciences

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists and modeling can be used to simulate and understand the effects of brain lesions. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM

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#### L64 PNP 3001 Research in the Mind, Brain, and Behavior

An introduction to research for students in the Mind, Brain and Behavior program (formerly known as Hewlett Program). Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain and Behavior program, completion of MBB/PNP 122, and permission of the mentor. Same as L96 MBB 300

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L64 PNP 301 Symbolic Logic

In the first half of the course we study some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Phil 100: An Introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course, or for students who already have a strong background in mathematics. Priority given to majors in philosophy and PNP.

Same as L30 Phil 301G

Credit 3 units. A&S: LA A&S IQ: NSM, AN Art: NSM BU: HUM

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#### L64 PNP 306 Philosophy of Language

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 306G

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM BU: HUM

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#### L64 PNP 309 Syntactic Analysis

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics include phrase structure, transformations, case theory, thematic roles and anaphora. Assignments help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or permission of instructor. Same as L44 Ling 309

Credit 3 units. A&S: LA A&S IQ: SSC BU: HUM EN: S

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#### L64 PNP 311 Introduction to Semantics

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor. Same as L44 Ling 311

Credit 3 units. A&S: LA A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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#### L64 PNP 313 Phonological Analysis

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course explores phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or permission of instructor. Same as L44 Ling 313

Credit 3 units. A&S: LA A&S IQ: SSC BU: BA EN: S

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#### L64 PNP 315 Philosophy of Mind

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 315

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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#### L64 PNP 3151 Introduction to Social Psychology

Introduction to the scientific study of individual behavior in a social context. Topics: person perception, stereotyping and prejudice, attitudes, memory, and political psychology, among other issues. Prerequisite: Psych 100B.

Same as L33 Psych 315  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L64 PNP 316 Mind and Morals**

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP. Same as L30 Phil 316

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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**L64 PNP 3171 Introduction to Computational Linguistics**

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisite: L44 Ling 170D.

Same as L44 Ling 317

Credit 3 units. A&S: LA A&S IQ: SSC EN: H, S

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**L64 PNP 320 Historical and Comparative Linguistics**

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) are emphasized. Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S: LA A&S IQ: LCD, SSC Art: HUM BU: HUM EN: S

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**L64 PNP 321 Philosophy of Science**

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in philosophy and PNP.

Same as L30 Phil 321G  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L64 PNP 3211 Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Same as L33 Psych 321

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA

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**L64 PNP 3221 Music Cognition**

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Same as L27 Music 3221

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU:  
HUM

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**L64 PNP 323 Play and Development**

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We will also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 (Developmental Psychology) or Educ 304 (Educational Psychology).

Same as L12 Educ 337

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L64 PNP 330 Sensation and Perception**

What's involved in seeing and hearing? This course covers perceptions from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions are used as we learn about the anatomy and physiology of the sensory systems, and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B.

Same as L33 Psych 330

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA, SCI

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**L64 PNP 3401 Biological Psychology**

An introduction to biological mechanisms underlying behavior. Topics include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100B.

Same as L33 Psych 3401

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L64 PNP 3411 Principles of the Nervous System**

The basic anatomical, physiological, and chemical organization of the nervous system; how nerve cells communicate with each other, the ionic basis of nerve signals, the function and

properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisite: Biol 2960, Biol 2970 recommended, Biol 3058 recommended or Psych 3401 and permission of instructor.  
Same as L41 Biol 3411  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L64 PNP 3451 Genes, Environment, and Human Behavior**

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g., personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genome-wide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g., what is identity-by-descent) as well as application (e.g., calculate heritability, interpretation of results from published studies). Prerequisite: Psych 100B.  
Same as L33 Psych 345  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L64 PNP 350 Physics of the Brain**

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Physics 117A-118A, Physics 197-198, or permission of the instructor.  
Same as L31 Physics 350  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI EN: SU, TU

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**L64 PNP 3531 Psychology of Personality**

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.  
Same as L33 Psych 353  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L64 PNP 3541 Abnormal Psychology**

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course includes definitions, theories and classification of abnormal behavior. Content focuses on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use and personality disorders. Prerequisite: Psych 100B.  
Same as L33 Psych 354

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L64 PNP 355 Physics of Vision**

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, pre-medical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience are illustrated with psychophysical demonstrations. Corequisite: Physics 117A, Physics 197 or permission of instructor.  
Same as L31 Physics 355  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI EN: TU

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**L64 PNP 3581 Conceptual Foundations of Modern Science**

The aim of this course is to present some of the basic concepts underlying modern science. Insofar as many of those concepts first appeared or became predominant in the seventeenth and early eighteenth centuries, the course concentrates on primary works from that period. Among the concepts to be studied are: 1. Nature and natures: the ontology of matter and force; causal closure. 2. Methods: observing and intervening, systematic and organized. 3. Explanations: appeal to laws and mechanisms; teleology. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.  
Same as L30 Phil 358  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L64 PNP 360 Cognitive Psychology**

Introduction to the study of thought processing from an information-processing approach. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision-making and problem-solving. Prerequisite: Psych 100B.  
Same as L33 Psych 360  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L64 PNP 361 Psychology of Learning**

Basic learning processes in animals, such as conditioning, reinforcement, punishment, and constraints on learning. Comparisons and interactions between classical and operant conditioning. Consideration given to learning theorists and theories, along with applications from the laboratory to the "real world." Prerequisite: Psych 100B.  
Same as L33 Psych 361  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L64 PNP 3611 Philosophy of Emotions**

Introduction to anatomy and physiology of the peripheral hearing system and central nervous system, including functional descriptions of the systems and processes underlying speech and hearing function and dysfunction.  
Same as M89 PACS 401  
Credit variable, maximum 3 units.

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**L64 PNP 362 The Biological Basis of Human Behavior**

Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Same as L48 Anthro 362

Credit 3 units. A&S: NS, CD, SD A&S IQ: LCD, NSM, SD Arch:  
NSM Art: NSM BU: BA

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**L64 PNP 366 Art and the Mind-Brain**

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions.

The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history?.

Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 366

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L64 PNP 3661 Psychology of Creativity**

This course is an introduction to the psychological study of art and creativity. Our topics include the artist, the audience, the artistic product, the creative process, and social, cultural, and institutional influences on the creative process. We will explore these issues by considering a range of creative fields, including painting, literature, music and theater performance. Throughout the semester, we will take a developmental perspective on psychology and art. How do children learn to create, perceive and understand different art forms? What role can the arts play in education? To ground our study of the psychology of art, we will explore what "art" is, which members of society are labeled "artists," and how these categories are socially and culturally defined. Prerequisites: Educ 304 Educational Psychology or Psych 325 Adolescent Psychology or Psych 321 Developmental Psychology.

Same as L12 Educ 366

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L64 PNP 3662 Primate Biology**

This course takes a multifaceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Same as L48 Anthro 3661

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L64 PNP 3701 Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Same as L38 Span 370

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L64 PNP 380 Human Learning and Memory**

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students.

Prerequisite: Psych 100B.

Same as L33 Psych 380

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L64 PNP 390 PNP Reading Class**

Each time this course is offered a book is selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper are required. Prerequisite: PNP major standing.

Credit 2 units. A&S: SS A&S IQ: SSC BU: HUM EN: S

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**L64 PNP 396 Linguistics Seminar: Pragmatics in Second Language Learning**

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation and writing. Prerequisite: varies with topic.

Same as L44 Ling 396

Credit 3 units. A&S: TH A&S IQ: SSC EN: S

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**L64 PNP 402 The Physiology and Biophysics of Consciousness**

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action

Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Taught in the medical school: McDonnell Science Building 983. Prerequisites: Bio3411 or equivalent. College-level physics, some knowledge of computers.  
Credit 2 units. A&S: NS A&S IQ: NSM

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#### L64 PNP 4023 Models of Social Science

What distinguishes the social sciences from the natural sciences? What goals and assumptions do they share? Does studying "humans" with free will pose any problems for applying the methods of the natural sciences to the study of society? How do various social sciences — in particular anthropology, economics and political science — differ from one another? And where did the social sciences (both the disciplines and the conceptual issues) come from historically? These are the animating questions of this course. This class explores these questions in historical and contemporary perspective, as they relate to the rise of the social sciences as a set of academic disciplines. We set out the theoretical structure of the scientific method, paying particularly close attention to the relationships between theory and evidence, inference and hypotheses. Next we consider four problems and methods of the social sciences. These include questions of i) treating human beings as a rational actors; ii) attributing causal forces other than a person's own will to human behavior; iii) empirical observations and inference; and iv) the role of interpretation. In all four cases, we are interested in asking: Toward what solutions have these problems led social scientists, and what other sets of difficulties do their solutions raise? We also pay particularly close attention to the role that concepts play in social analysis.  
Same as L98 AMCS 4023  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L64 PNP 404 Laboratory of Neurophysiology

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prerequisites: Biol 3411 or Psych 4411 and permission of Student Coordinator, Erin Gerrity. Biol 3411 may be taken concurrently.  
Same as L41 Biol 404  
Credit 4 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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#### L64 PNP 4041 Math Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Philosophy 403 or a strong background in mathematics.  
Same as L30 Phil 404  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 406 Primate Ecology and Social Structure

Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anthro 150A or one 100-level biology course.  
Same as L48 Anthro 406  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L64 PNP 4065 Advanced Philosophy of Language

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Same as L30 Phil 4065  
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

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#### L64 PNP 408 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B.  
Same as L33 Psych 433  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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#### L64 PNP 4141 Advanced Epistemology

Competing theories of knowledge and belief justification are considered. Careful attention is given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisite: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.  
Same as L30 Phil 4141  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 4142 Advanced Metaphysics

Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality and possibility, and such positions as metaphysical realism, idealism, materialism, relativism and irrealism. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.  
Same as L30 Phil 4142  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 418 Current Controversies in Cognitive Science

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition;

moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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#### L64 PNP 419 Philosophy of Psychology

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisite: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 419

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 4190 Primate Behavior

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406, or permission of instructor.

Same as L48 Anthro 419

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L64 PNP 4192 Primate Cognition

This course investigates historical and current views regarding the cognitive capacities of nonhuman primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Same as L48 Anthro 4191

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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#### L64 PNP 4210 Topics in Advanced Philosophy of Science

This course varies in topics related to philosophy of science from semester to semester. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4210

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 426 Theories of Concepts

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we will explore competing theories of concepts that have been proposed by philosophers, psychologists, and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisites: one previous course in Philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 426

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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#### L64 PNP 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes is explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in psychology and Psych 100B or junior/senior status, 9 units in education and Psych 100B.

Same as L33 Psych 4302

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### L64 PNP 4315 Culture, Language and the Education of Black Students

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Same as L12 Educ 4315

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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#### L64 PNP 4332 Cognition and Computation

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We look at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP PhD program. Prerequisites: at least two 400-level PNP courses cross-listed in Philosophy.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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#### L64 PNP 4450 Functional Neuroimaging Methods

This course is intended for students wishing to become sophisticated producers or consumers of functional neuroimaging data. Emphasis will be on extracting the most information from neuroimaging techniques toward the goal of answering psychologically motivated questions. A number of issues relating to neuroimaging methodology will be covered, including technical principles, acquisition options, potential sources of artifact, experimental design, software tools, and analytical techniques. Class approach will be hands-on, with students gaining experience in actually acquiring and working with neuroimaging data. Prerequisites: Permission of instructor required.

Same as L33 Psych 4450

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L64 PNP 4488 The Cognitive Neuroscience of Film**

To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or Psych 3604, or Psych 4604, or graduate standing in psychology.

Same as L33 Psych 488

Credit 3 units. A&S: NS A&S IQ: NSM

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**L64 PNP 466 Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L64 PNP 467 Grammar and Vocabulary Acquisition**

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Same as L38 Span 467

Credit 3 units. A&S: LA A&S IQ: LCD BU: BA EN: H

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**L64 PNP 4691 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required

course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction.

Same as L38 Span 4691

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L64 PNP 495 PNP Seminar**

Subject varies per semester. Not always offered as writing-intensive, refer to individual semester listing. Prerequisites: a 300-level philosophy course (Phil/PNP 315 is recommended) and PNP major standing or approval of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L64 PNP 495W PNP Seminar: Writing Intensive**

Subject varies per semester. Fulfills Writing Intensive (WI) requirement. Prerequisites: a 300-level philosophy course (Phil/PNP 315 is recommended); and PNP major standing or approval of instructor.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L64 PNP 496 PNP Seminar**

Subject varies each semester. Prerequisites: a 300-level philosophy course (Phil/PNP 315 is recommended); and PNP major standing or approval of instructor.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L64 PNP 499 Study for Honors**

Prerequisites: Visit <http://pnp.artsci.wustl.edu/undergraduate/honors/prerequisites>.

Credit 3 units. A&S: SS EN: S

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## Physical Education

Undergraduate students may take both lecture-laboratory and performance courses through the Department of Athletics. A total of 12 performance units may be included in the 120 units required for graduation. All courses are offered only on a credit/no credit basis.

**Contact:** Paula Hardy-Mumm  
**Phone:** 314-935-5185  
**Email:** paulah@wustl.edu  
**Website:** [http://bearsports.wustl.edu/athletics\\_department/about](http://bearsports.wustl.edu/athletics_department/about)

## Faculty

### Director of Athletics

**Anthony J. Azama** (<http://bearsports.wustl.edu/information/directory/bios/Azama?view=bio>)

John M. Schael Director of Athletics  
MBA, Miami University

## Majors

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there is no major in this area.

## Minors

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there is no minor in this area.

## Courses

Visit online course listings to view semester offerings for L28 P.E. (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L28&crslvl=1:4>)

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### L28 P.E. 115 Topics in Physical Education: Beginning Weight Training

Beginning Weight Training. Major emphasis is on strength development.  
Credit 1 unit.

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### L28 P.E. 1201 Fundamentals of Rowing for Fitness

This course will focus on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis will be placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction will include the use of video tape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There will be a minimum amount of running of light low-impact aerobic activity required as a warm up. Class location is South Campus.  
Credit 1 unit.

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### L28 P.E. 121 Topics in Physical Education: Varsity Sports

Varsity Sports. Prerequisite: permission of instructor.  
Credit 1 unit.

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### L28 P.E. 132 Topics in Physical Education: High-Intensity Conditioning

Credit 1 unit.

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### L28 P.E. 135 Step Aerobics

Step Aerobics. A low-impact aerobic class in which choreography and equipment are combined to meet the needs of participants at all levels of fitness. There is a fee of \$45.00 for this course.  
Credit 1 unit.

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### L28 P.E. 136 Fitness and Conditioning

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time.  
Credit 1 unit.

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### L28 P.E. 137 Indoor Cycling

Music, stationary bicycles, and an instructor who cues students to ride through hills, valleys and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome — students can tailor the ride to fit their personal fitness goals and needs. A water bottle and towel are required for this class. There will be a \$45.00 fee for this class.

Credit 1 unit.

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### L28 P.E. 139 Topics in Physical Education: Advanced Tennis

Advanced Tennis.  
Credit 1 unit.

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### L28 P.E. 140 Topics in Physical Education: Beginning Tennis

Beginning Tennis.  
Credit 1 unit.

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### L28 P.E. 143 Intermediate Tennis

Intermediate Tennis.  
Credit 1 unit.

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### L28 P.E. 148 Topics in Physical Education: Individual Physical Education

Individual physical education. Prerequisite: medical referral.  
Credit 1 unit.

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### L28 P.E. 212 Topics in Physical Education: Intermediate and Advanced Basketball

Intermediate and advanced basketball. Designed to develop an appreciation for basketball through team competition and activity. Individual instruction and skill development also are available.  
Credit 1 unit.

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### L28 P.E. 214 Topics in Physical Education: Advanced Weight Training

Major emphasis on muscular strength and flexibility through free weight resistance exercise. Pre- and post-assessment of physical fitness levels may be established. Prerequisite: Beginning Weight Training.  
Credit 1 unit.

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### L28 P.E. 215 Weight Training

Beginning weight training. Major emphasis on strength development.  
Credit 1 unit.

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### L28 P.E. 216 Soccer

Designed to develop an appreciation for soccer through the development of soccer skills, concepts of group play and team competition. All students who register must check in with the departmental office during the first two weeks of the semester.  
Credit 1 unit.

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### L28 P.E. 220 Topics in Physical Education: Varsity Sports

Prerequisite: permission of the department.  
Credit 1 unit.

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### L28 P.E. 2201 Fundamentals of Rowing for Fitness

This course focuses on the effective use of Concept II Rowing effective as a tool to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis is placed on the correct use of technique to decrease risk of injury; on varying duration and intensity of work on the machine to develop different energy systems; and on using these new skills

in developing lifetime fitness. Instruction includes the use of video tape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warm-up.  
Credit 1 unit.

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**L28 P.E. 232 Topics in Physical Education: High-Intensity Conditioning**

High-intensity conditioning. Varied program of high-intensity conditioning techniques designed for individual needs. Supervised areas covered are: cardiovascular and strength testing; weight training; plio-metric training; flexibility and stretching and aerobic and anerobic training.  
Credit 1 unit.

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**L28 P.E. 234 Topics in Physical Education: Lifeguard Training**

The course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR and First Aid. Prerequisite: swimming test given during the first week of class.  
Credit 1 unit.

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**L28 P.E. 235 Topics in Physical Education: Step Aerobics**  
Step Aerobics. Section 01: Step Plus: Primarily designed around step aerobics with occasional workouts using other fitness techniques such as box aerobics, interval training. Section 02: Combo Training: Combination of many fitness techniques, such as step aerobics, box aerobics, low-impact.  
Credit 1 unit.

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**L28 P.E. 236 Topics in Physical Education: Fitness and Conditioning**

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Students required to attend an orientation session. Step Plus: primarily designed around step aerobics with occasional workouts using other fitness techniques; i.e., box aerobics, interval training. Combo Training: combination of many fitness techniques; i.e., step aerobics, box aerobics, low-impact. Prerequisite: P.E. 208.  
Credit 1 unit.

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**L28 P.E. 237 Indoor Cycling**

Credit 1 unit.

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**L28 P.E. 239 Topics in Physical Education**

Credit 1 unit.

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**L28 P.E. 240 Topics in Physical Education: Intermediate Tennis**

Intermediate Tennis. Note: Eight- or nine-week course. All students who register must check in with the departmental office during the first two weeks of the semester.  
Credit 1 unit.

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**L28 P.E. 248 Topics in Physical Education: Individual Physical Education**

Individual physical education. Prerequisite: medical referral needed.  
Credit 1 unit.

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**L28 P.E. 255 Topics in Physical Education: Practicum in Sports Leadership**

Practicum in sports leadership. Participation in formal leadership tasks under the direction of the Washington University Athletic Department personnel. Selection of task and scope of work is determined before enrollment by conference with instructor. Prerequisite: permission of the department.  
Credit 1 unit.

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**L28 P.E. 258 Indoor Cycling**

Music, stationary bicycles and an instructor who cues students to ride through hills, valleys and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome — students can tailor the ride to fit their personal fitness goals and needs. A water bottle and towel are required. There will be a \$45.00 fee for this class.  
Credit 1 unit.

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**L28 P.E. 291 Fundamentals of Athletic Training**

Study of the duties of the athletic trainer, in relation to physical education classes, competitive sports and recreation, including study and practice of first-aid care and prevention of injuries.  
Credit 3 units.

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## Physics

Physics is the discipline that deals with the most fundamental aspects of our universe, such as the properties of atoms, nuclei and elementary particles; the nature of the forces between them; and the collective behavior of atoms in solids, liquids and gases. It deals with the entire universe, from its birth to its ultimate fate. At the same time, physics provides the tools that help us to understand extremely complex everyday things, like the behavior of sand piles, the strength of materials, or processes in the brain. Physics seeks to discover and understand the mathematical rules that govern the behavior of things. Its early successes in comprehending motion, thermodynamics, electricity and magnetism provided a foundation upon which other physical sciences have grown.

For students planning a career in science and technology or planning to pursue graduate studies in physics, astronomy, earth sciences, environmental sciences, medical physics, meteorology or oceanography, a major in physics provides a solid foundation. The program is sufficiently flexible to allow students to combine a physics major with a second major in chemistry, mathematics or engineering, or with pre-medical studies, or with other disciplines in the humanities and social sciences. In addition to the fundamentals of physics, the program is designed to give students a broad range of skills in laboratory techniques, critical thinking, computer use and teamwork, which

will serve them well in their chosen careers. In consultation with a faculty adviser, students may design a program of study to meet individual goals and interests. Physics majors are strongly encouraged to participate in physics research projects directed by faculty members.

**Introductory Physics:** Both the Physics 197–Physics 198 and Physics 117A–Physics 118A sequences are calculus-based introductions to physics intended for adequately prepared students interested in majoring in science or engineering or undertaking pre-medical studies. Physics 197 or Physics 117A also fulfill the requirements for the Sam Fox School. Both sequences use interactive, active-learning techniques. Calculus I (Math 131) is a corequisite, although previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended.

The department offers several other courses of general interest to the nonscience student. In most cases, these have no prerequisite.

**Website:** <http://physics.wustl.edu>

## Faculty

### Chair

**Mark Alford** ([http://physics.wustl.edu/people/alford\\_mark-g](http://physics.wustl.edu/people/alford_mark-g))  
Professor  
PhD, Harvard University  
Nuclear/particle physics

### Endowed Professors

**Carl M. Bender** ([http://physics.wustl.edu/people/bender\\_carl](http://physics.wustl.edu/people/bender_carl))  
Wilfred R. and Ann Lee Konneker Professor of Physics  
PhD, Harvard University  
Elementary particles

**Ramanath Cowsik** ([http://www.physics.wustl.edu/people/cowsik\\_ramanath](http://www.physics.wustl.edu/people/cowsik_ramanath))  
James S. McDonnell Professor of Space Sciences  
PhD, University of Bombay  
Astrophysics and space sciences

**Kenneth F. Kelton** ([http://www.physics.wustl.edu/people/kelton\\_kenneth-f](http://www.physics.wustl.edu/people/kelton_kenneth-f))  
Arthur Holly Compton Professor of Physics  
PhD, Harvard University  
Condensed matter and materials physics

**James G. Miller** ([http://www.physics.wustl.edu/people/miller\\_james-g](http://www.physics.wustl.edu/people/miller_james-g))  
Albert Gordon Hill Professor of Physics  
PhD, Washington University  
Physics applications in biology and medicine

### Professors

**James H. Buckley** ([http://physics.wustl.edu/people/buckley\\_james-h](http://physics.wustl.edu/people/buckley_james-h))  
PhD, University of Chicago  
Astrophysics and space sciences

**Anders E. Carlsson** ([http://physics.wustl.edu/people/carlsson\\_anders-e](http://physics.wustl.edu/people/carlsson_anders-e))  
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Biophysics

**Mark S. Conradi** ([http://www.physics.wustl.edu/people/conradi\\_mark-s](http://www.physics.wustl.edu/people/conradi_mark-s))  
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Condensed matter and materials physics

**Willem H. Dickhoff** ([http://www.physics.wustl.edu/people/dickhoff\\_willem-h](http://www.physics.wustl.edu/people/dickhoff_willem-h))  
PhD, Free University, Amsterdam  
Many-body theory

**Martin H. Israel** ([http://www.physics.wustl.edu/people/israel\\_martin-h](http://www.physics.wustl.edu/people/israel_martin-h))  
PhD, California Institute of Technology  
Astrophysics and space sciences

**Jonathan I. Katz** ([http://www.physics.wustl.edu/people/katz\\_jonathan-i](http://www.physics.wustl.edu/people/katz_jonathan-i))  
PhD, Cornell University  
Astrophysics

**Henric Krawczynski** ([http://www.physics.wustl.edu/people/krawczynski\\_henric](http://www.physics.wustl.edu/people/krawczynski_henric))  
PhD, University of Hamburg  
Astrophysics and space sciences

**Michael C. Ogilvie** ([http://www.physics.wustl.edu/people/ogilvie\\_michael-c](http://www.physics.wustl.edu/people/ogilvie_michael-c))  
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Elementary particles

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PhD, University of Wisconsin-Madison  
Condensed matter and materials physics

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PhD, University of Cambridge  
Physics applications in biology and medicine

### Joint Professors

**Shankar M.L. Sastry** ([http://www.physics.wustl.edu/people/sastry\\_shankar](http://www.physics.wustl.edu/people/sastry_shankar))  
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(Mechanical Engineering)

**Lee G. Sobotka** ([http://www.physics.wustl.edu/people/sobotka\\_lee-g](http://www.physics.wustl.edu/people/sobotka_lee-g))  
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## Associate Professors

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Condensed matter and materials science

## Assistant Professors

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Elementary particle physics, particle astrophysics, cosmology and theoretical physics

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PhD, Columbia University  
Condensed matter and materials science

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Quantum information and materials

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**Mairin Hynes** ([http://www.physics.wustl.edu/people/hynes\\_kathryn-mairin](http://www.physics.wustl.edu/people/hynes_kathryn-mairin))  
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## Research Professors

**Sachiko Amari** ([http://www.physics.wustl.edu/people/amari\\_sachiko](http://www.physics.wustl.edu/people/amari_sachiko))  
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**Robert Binns** ([http://www.physics.wustl.edu/people/binns\\_w-robert](http://www.physics.wustl.edu/people/binns_w-robert))  
PhD, Colorado State University

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**Alexander Meshik** ([http://www.physics.wustl.edu/people/meshik\\_alex](http://www.physics.wustl.edu/people/meshik_alex))  
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## Research Assistant Professors

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**Brian Rauch** ([http://www.physics.wustl.edu/people/rauch\\_brian](http://www.physics.wustl.edu/people/rauch_brian))  
PhD, Washington University

## Professors Emeriti

**Claude W. Bernard** ([http://physics.wustl.edu/people/bernard\\_claude](http://physics.wustl.edu/people/bernard_claude))  
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**Thomas Bernatowicz** ([http://physics.wustl.edu/people/bernatowicz\\_thomas-j](http://physics.wustl.edu/people/bernatowicz_thomas-j))  
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PhD, California Institute of Technology

## Majors

### The Major in Physics

**Total units required:** 42-49

**Prerequisites:** As prerequisites for the major, students should complete Physics I and II (Physics 197 and Physics 198) or General Physics I and II (Physics 117A and Physics 118A) during the first year. Majors should consider taking Physics 217, Physics 316 or Physics 321, Physics 318, and Physics 411 in the second year.

**Required Physics courses:** Students are required to complete a minimum program of 21 units of advanced courses (300-level or higher) in Physics. These 21 units must include:

| Code        | Title                           | Units |
|-------------|---------------------------------|-------|
| Physics 322 | Physical Measurement Laboratory | 3     |
| Physics 411 | Mechanics                       | 3     |
| Physics 421 | Electricity and Magnetism       | 3     |

- One additional upper-level laboratory course. Choose from:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| Physics 316 | Optics and Wave Physics Laboratory | 3     |
| Physics 321 | Electronics Laboratory             | 3     |
| Physics 360 | Biophysics Laboratory              | 3     |
| Physics 435 | Nuclear and Radiochemistry Lab     | 3     |

- Students not taking Physics 217 must take either Physics 318 Introduction to Quantum Physics II or Physics 471 Quantum Mechanics.
- The remaining physics courses must be at the 300 level or above, excluding Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500.

**Recommended Physics courses:** In addition to the above requirements, students who are preparing for graduate study in physics or astronomy should consider taking:

| Code        | Title                                    | Units |
|-------------|--|-------|
| Physics 422 | Electricity and Magnetism II             | 3     |
| Physics 463 | Statistical Mechanics and Thermodynamics | 3     |
| Physics 471 | Quantum Mechanics                        | 3     |

As well as some of:

| Code        | Title                            | Units |
|-------------|----------------------------------|-------|
| Physics 472 | Solid State Physics              | 3     |
| Physics 474 | Introduction to Particle Physics | 3     |
| Physics 476 | Astrophysics                     | 3     |

and additional lab courses

Students also should consider taking Physics 501/Math 501–Physics 502/Math 502 and additional mathematics courses.

Students who are preparing for employment after the AB degree should take additional laboratory courses from the following choices:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| Physics 316 | Optics and Wave Physics Laboratory | 3     |
| Physics 321 | Electronics Laboratory             | 3     |
| Physics 322 | Physical Measurement Laboratory    | 3     |
| Physics 360 | Biophysics Laboratory              | 3     |
| Physics 435 | Nuclear and Radiochemistry Lab     | 3     |

Other relevant courses may include:

| Code        | Title                                    | Units |
|-------------|--|-------|
| Physics 314 | Physics of the Heart                     | 3     |
| Physics 350 | Physics of the Brain                     | 3     |
| Physics 351 | Introduction to Biomedical Physics       | 3     |
| Physics 352 | Physics of Biomolecules                  | 3     |
| Physics 355 | Physics of Vision                        | 3     |
| Physics 422 | Electricity and Magnetism II             | 3     |
| Physics 463 | Statistical Mechanics and Thermodynamics | 3     |
| Physics 471 | Quantum Mechanics                        | 3     |
| Physics 472 | Solid State Physics                      | 3     |

Students also might consider:

| Code     | Title                              | Units |
|----------|------------------------------------|-------|
| Chem 435 | Nuclear and Radiochemistry Lab     | 3     |
| Chem 436 | Radioactivity and Its Applications | 3     |

Students who are preparing for medical school should give special consideration to:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| Physics 314 | Physics of the Heart               | 3     |
| Physics 316 | Optics and Wave Physics Laboratory | 3     |
| Physics 321 | Electronics Laboratory             | 3     |

|                |                                    |   |
|----------------|------------------------------------|---|
| Physics 344    | Energy and Environmental Physics   | 3 |
| or Physics 444 | Energy and Environmental Physics   |   |
| Physics 350    | Physics of the Brain               | 3 |
| Physics 351    | Introduction to Biomedical Physics | 3 |
| Physics 352    | Physics of Biomolecules            | 3 |
| Physics 355    | Physics of Vision                  | 3 |
| Physics 360    | Biophysics Laboratory              | 3 |

**Math courses required for the physics major:**

| Code        | Title   | Units |
|-------------|---|-------|
| Math 131    | Calculus I  | 3     |
| Math 132    | Calculus II   | 3     |
| Math 233    | Calculus III  | 3     |
| Math 217    | Differential Equations (We recommend that Math 217 precede Physics 411) | 3     |
| Total Units |   | 12    |

**Math courses recommended for the physics major:**

- Math 308 Mathematics for the Physical Sciences or ESE 318 Engineering Mathematics A (We recommend that this course precede Physics 421.)
- Math 309 Matrix Algebra (We recommend that Math 309 precede Physics 471.)
- Physics 501/Math 501 and Physics 502/Math 502 also are recommended.

**Science-breadth requirement:** Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be Chem 111A, Chem 112A, Chem 401 or Chem 402.

| Code      | Title                                    | Units |
|-----------|--|-------|
| Chem 111A | General Chemistry I                      | 3     |
| Chem 112A | General Chemistry II                     | 3     |
| Chem 151  | General Chemistry Laboratory I           | 2     |
| Chem 152  | General Chemistry Laboratory II          | 2     |
| Chem 401  | Physical Chemistry I                     | 3     |
| Chem 402  | Physical Chemistry II                    | 3     |
| Chem 445  | Instrumental Methods: Physical Chemistry | 3     |
| CSE 131   | Computer Science I                       | 3     |
| CSE 132   | Computer Science II                      | 3     |

**Additional Information**

**Senior Honors:** Students are encouraged to work toward Latin Honors (cum laude, magna cum laude, summa cum laude). To qualify, students must meet the academic requirements of the college and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the

student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the first day of classes senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a deadline in March. By enrolling in Physics 499, students may earn up to 6 units of credit for the honors project.

The physics department also offers physics majors the possibility to earn departmental distinctions. These distinctions require the same GPA cutoff as Latin Honors (p. 888) but are calculated exclusively from the grades in physics courses (all courses with the prefix L31). Three levels of distinction are offered: (1) highest distinction, (2) high distinction, and (3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results, and are limited to the top 15 percent (highest distinction) and top 15-50 percent (high distinction) of the physics majors in their senior year ranked by their GPA in the physics courses. Students meeting the GPA cutoff but not undertaking undergraduate research and a senior thesis may only receive the third level of distinction.

**Minors**  
**The Minor in Physics**

**Units required: 17**

**Required courses:**

| Code           | Title                              | Units |
|----------------|------------------------------------|-------|
| Physics 117A   | General Physics I                  | 4     |
| or Physics 197 | Physics I                          |       |
| Physics 118A   | General Physics II                 | 4     |
| or Physics 198 | Physics II                         |       |
| Physics 217    | Introduction to Quantum Physics    | 3     |
| Physics 318    | Introduction to Quantum Physics II | 3     |
| Total Units    |                                    | 14    |

**Elective courses:**

At least one course at the 300 level or above (with the exception of Physics 303, Physics 304, Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500) with a grade of C- or better.

**Additional Information**

Corequisite for taking Physics 117A General Physics I is enrollment in or placement out of Math 131 Calculus I. Math 132 Calculus II is a corequisite for Physics 197 Physics I. Calculus II also is necessary to provide adequate preparation for Physics 217/318 Quantum Physics I, II. Note that for some advanced courses, Math 233 Calculus III and Math 217 Differential Equations are prerequisites.

## The Minor in Astrophysics and Astroparticle Physics

Units required: 20

### Required courses:

| Code                           | Title                            | Units |
|--------------------------------|----------------------------------|-------|
| Physics 117A<br>or Physics 197 | General Physics I<br>Physics I   | 4     |
| Physics 118A<br>or Physics 198 | General Physics II<br>Physics II | 4     |
| Physics 217                    | Introduction to Quantum Physics  | 3     |
| Physics 312                    | Introduction to Astrophysics     | 3     |
| Total Units                    |                                  | 14    |

Two courses from the following six courses:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| Physics 318 | Introduction to Quantum Physics II | 3     |
| Physics 456 | Stellar Astrophysics               | 3     |
| Physics 460 | X-Ray & Gamma-Ray Astrophysics     | 3     |
| Physics 474 | Introduction to Particle Physics   | 3     |
| Physics 476 | Astrophysics                       | 3     |
| Physics 478 | From Black Holes to the Big Bang   | 3     |

## The Minor in Biomedical Physics

Units required: 17

### Required courses:

| Code                           | Title                            | Units |
|--------------------------------|----------------------------------|-------|
| Physics 117A<br>or Physics 197 | General Physics I<br>Physics I   | 4     |
| Physics 118A<br>or Physics 198 | General Physics II<br>Physics II | 4     |
| Total Units                    |                                  | 8     |

### Elective courses:

Two courses from the following three:

| Code        | Title                | Units |
|-------------|----------------------|-------|
| Physics 314 | Physics of the Heart | 3     |
| Physics 350 | Physics of the Brain | 3     |
| Physics 355 | Physics of Vision    | 3     |

One course from the following four laboratory courses:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| Physics 316 | Optics and Wave Physics Laboratory | 3     |
| Physics 321 | Electronics Laboratory             | 3     |
| Physics 322 | Physical Measurement Laboratory    | 3     |
| Physics 360 | Biophysics Laboratory              | 3     |

## Additional Information

This is a minor for students interested in the discussion and application of methods and techniques from physics to topics in the area of biology and medicine. The program may be of interest to the pre-medicine student or the research-oriented science major. New courses are being developed that also will satisfy these requirements.

## Courses

Visit online course listings to view semester offerings for L31 Physics (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L31&crslvl=1:4>).

### L31 Physics 101A Basic Physical Science

An introduction to the concepts and modes of thought involved in understanding the physical world. The focus is not only on everyday phenomena (e.g., falling objects, skidding cars, the tides) but also on questions of cosmic significance (e.g., relativity, the Big Bang, black holes, the origin of the elements). Verbal reasoning is emphasized. No prerequisites. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN BU: SCI

### L31 Physics 107A How Things Work

Why is the sky blue? How can a baseball curve? Natural and manmade phenomena can be understood by simple and basic ideas of physics. This course illustrates these underlying principles by using examples from everyday life as well as from physics and other fields. Because the phenomena are many and the principles are few we find that apparently very different events sometimes have similar explanations; we come to understand how the stretching of a rubber band is related to ice skating, and how the blue of the sky is related to the red of the sunset and the white color of milk. No prerequisites. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

### L31 Physics 110A Awesome Ideas in Physics

The ideas of physics that have revolutionized our perception of the world and reality. Emphasis is on understanding a selected set of crucial concepts without losing track of the numbers. Using the writings of Hawking, Feynman and Lightman, a study is made of such topics as energy and conservation laws, the relativity of time, the wave-particle duality, the modern picture of matter at the smallest and the largest distance scales, and the history of the universe. Must be taken for a letter grade. No prerequisites. Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

### L31 Physics 111 Variational Calculus — A Mathematical Blade for Cutting-Edge Science

Variational calculus, a fancy generalization of ordinary calculus, is the study of functionals. In variational calculus one tries to find the special function that extremizes a functional. The applications of variational calculus are ubiquitous in modern science. Variational calculus is the mathematical setting for describing the physical world. In all areas of classical and quantum physics, the physical world is expressed in terms of functions that extremize specific functionals. In this seminar

variational calculus is explained at an elementary level and many of its applications in science are examined. A good understanding of elementary first-year calculus is required to take this seminar.

Credit 3 units. A&S: NS, QA

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### L31 Physics 117A General Physics I

Calculus-based introduction to the concepts, laws, and structure of physics. The course is taught in a lecture-based style and requires students to complete weekly homework assignments. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. Concurrent registration in a Physics 117A lab section is required.

Prerequisite: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Credit may not be obtained for both Physics 117A and Physics 197, and students may not simultaneously enroll in both courses.

Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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### L31 Physics 118A General Physics II

Continuation of Physics 117. Calculus-based introduction to concepts, laws and structure of physics. Topics include electromagnetic forces and fields, direct current circuits, capacitance and inductance, electromagnetic radiation, light, geometrical and physical optics, interference and diffraction, early quantum theory, and nuclear physics. Prerequisite: Physics 117A, Physics 197 or permission of instructor. Concurrent registration in a Physics 118 lab section is required. Previous or concurrent enrollment in Calculus II Math 132 is recommended. Credit may not be obtained for both Physics 118 and Physics 198.

Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L31 Physics 125A Solar System Astronomy

Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas (including optics and the laws of motion) are reviewed first. There also is some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Prerequisites: high school algebra and trigonometry or concurrent enrollment in Math 131.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L31 Physics 126A Stars, Galaxies and Cosmology

Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars and black holes; galaxies and quasars; cosmology and the Big Bang theory. Prerequisites: high school algebra and trigonometry, or concurrent enrollment in Math 131.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L31 Physics 141 Selected Topics in Physics I

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L31 Physics 142 Selected Topics in Physics I

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L31 Physics 171A Physics and Society

Introduction to physics: its goals, methods and relevance for society. Topics include energy as a unifying principle of physics and society's use of energy: resources and costs. Nuclear energy: history, technology, radiation, waste, weapons. Global climate change: the greenhouse effect, the hole in the ozone layer. Science and government. Bad science, pseudoscience, antiscience. Intended for science and nonscience majors. Must be taken for a letter grade.

Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM BU: SCI

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### L31 Physics 197 Physics I

Calculus-based introduction to the central concepts, laws, and structure of physics, presented in an active learning environment. The course is structured around three themes that are treated in depth: conservation laws, Newtonian physics, and special relativity. A daily regimen of homework and reading, as well as weekly homework assignments, small-group problem-solving exercises, and active class participation are integral parts of this course. Concurrent registration in a Physics 197 lab section is required. Prerequisite: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Credit may not be obtained for both Physics 117A and Physics 197, and students may not simultaneously enroll in both courses.

Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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### L31 Physics 198 Physics II

Continuation of Physics 197. An advanced, calculus-based introduction to central concepts in physics for students who desire to major in physics or another physical science, or who have a special interest in physics. The course is structured around three themes that are treated in depth: electricity and magnetism, quantum physics, and statistical and thermal physics. A daily regimen of homework and reading as well as active class participation are integral parts of the course. Prerequisites: Physics 197 and Calculus II. Students who

have not taken Physics 197 may not register for Physics 198. Concurrent registration in a Physics 198 lab section is required. Credit may not be obtained for both Physics 118 and Physics 198.

Credit 4 units. A&S: NS, QA A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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**L31 Physics 216 Introduction to Relativity: The Special Theory**

Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other "paradoxes,"  $E=mc^2$ , laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves. Prerequisite: Physics 117A, Physics 197 or permission of the instructor.

Credit 1 unit. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L31 Physics 217 Introduction to Quantum Physics**

Theoretical and experimental basis for quantum mechanics, following the historical development of 20th-century physics. Failure of classical physics; the Bohr theory of the atom; the Heisenberg uncertainty principle; the Schrodinger equation; atomic and molecular structure. Prerequisites: Physics 117A and 118A or Physics 197 and 198.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM BU: SCI

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**L31 Physics 219 Energy and the Environment**

Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination of energy resources and consumption from scientific, social, economic and political viewpoints. Relationship of energy to concepts such as heat, work and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources. Prerequisite: one year of high-school physics or chemistry.

Same as L19 EPSc 219

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L31 Physics 241 Select Topics in Physics II**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L31 Physics 242 Selected Topics in Physics II**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: IS

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**L31 Physics 312 Introduction to Astrophysics**

This course covers the physics needed for higher-level astrophysics courses, and is a requirement for those courses. Furthermore, it gives a first introduction to several topics in modern astrophysics, including stars (stellar structure and evolution), compact objects (neutron stars and black holes), galaxies (galactic structure), and cosmology. The course should be taken by everybody interested in astrophysics. Prerequisite: Physics 117A and 118A; or Physics 197 and 198; or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L31 Physics 314 Physics of the Heart**

A lecture and demonstration course that may be of particular interest to premedical and life-science students. Basic physics of the human cardiovascular system. Elasticity of vessels: properties of elastin and collagen. Energetics of the circulation: arterial and venous blood pressure, total fluid energy, gravitational potential energy, kinetic energy. Streamline flow and turbulence: effects of stenosis. Static and dynamic energy consumption of the heart: cardiac efficiency, the tension-time integral, Laplace's law, Starling's law. Metabolism of cardiac muscle. Electrophysiology: the heartbeat and cardiac arrhythmias. The physics of phonocardiograms, echocardiograms and other non-invasive techniques for physical assessment of cardiac abnormalities, including ischemia and myocardial infarction. Models of mechanical properties: contractile element, series elastic and parallel elastic elements. Corequisite: Physics 118A, Physics 198 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM BU: SCI  
EN: SU, TU

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**L31 Physics 316 Optics and Wave Physics Laboratory**

Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisites: Physics 117A–Physics 118A or Physics 197–Physics 198.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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**L31 Physics 318 Introduction to Quantum Physics II**

Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM BU: SCI

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**L31 Physics 321 Electronics Laboratory**

Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Physics 118A, Physics 198 or permission of instructor. Two three-hour laboratories and two one-hour lectures a week.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM BU: SCI  
EN: DU, SU, TU

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**L31 Physics 322 Physical Measurement Laboratory**

A variety of classical and modern experiments in physics, including five experiments in nuclear radiation. Use of computers in experiment control, data acquisition, and data analysis.

Development of skills in writing lab notebooks and formal reports and giving short oral presentations on experiments. Two laboratory periods each week. Prerequisites: Physics 217 or permission of instructor; junior- or senior-level standing. Credit 3 units. A&S: NS, WI A&S IQ: NSM, AN, WI Art: NSM BU: SCI EN: TU

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### L31 Physics 341 Selected Topics in Physics III

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L31 Physics 342 Selected Topics in Physics III

Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L31 Physics 344 Energy and Environmental Physics

This intermediate-level course applies basic physics principles to this increasingly important area. It is designed for all science and engineering majors with an interest in energy and environmental issues. Topics covered include population trends, fossil fuel use, renewable energy sources, energy storage strategies and climate change. Particular emphasis is given to the use of the fundamental laws of physics, such as energy conservation, as well as more general concepts such as local and global stability, chaotic behavior, probability and risk. The aim of the course is the development of analytical skills and familiarity with important concepts, in order to enable an independent and informed view of environmental problems and possible solutions. A one-year introductory physics class on the level of Physics 117–118 or 197–198 is required. This course also may be taken as Physics 444, which requires an additional independent project.

Credit 3 units. A&S: NS A&S IQ: NSM, AN BU: SCI

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### L31 Physics 350 Physics of the Brain

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (1) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted, and (2) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisites: Physics 117A–118A, Physics 197–198, or permission of the instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI EN: SU, TU

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### L31 Physics 351 Introduction to Biomedical Physics

Principles and application of key physical methods used in the diagnosis and treatment of diseases, and in biomedical research. Topics include interaction of radiation with living systems; fundamentals of optical and electron microscopy; imaging via X-rays, magnetic resonance and ultrasound; and electrical properties of organs and cells. Prerequisite: Physics 117A–118A or Physics 197–198.

Credit 3 units. A&S: NS Art: NSM BU: SCI EN: TU

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### L31 Physics 352 Physics of Biomolecules

This course emphasizes the application of physical laws and concepts in understanding biomolecules and their interactions, and in developing tools to investigate their biological properties and functionalities. Topics include (1) a general introduction to biomolecules and cells, (2) physics of biopolymers as modeled by stochastic analyses, (3) transport processes in biological systems including diffusion, reaction kinetics and "life at low Reynolds number," and (4) the physics of fluorescence and its contemporary applications to dynamics of biomolecules, such as optical tweezers. Prerequisite: Physics 117–118 or Physics 197–198. Some familiarity with thermodynamics; Chem 111A–112A recommended.

Credit 3 units. A&S: NS A&S IQ: NSM, AN

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### L31 Physics 355 Physics of Vision

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, premedical and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience is illustrated with psychophysical demonstrations. Corequisite: Physics 117A, Physics 197 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI EN: SU, TU

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### L31 Physics 360 Biophysics Laboratory

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer and viscosity measurements. Prerequisites: prior completion of Physics 117A–118A, Physics 197–198 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM

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### L31 Physics 400 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics and kinetics, are solved with numerical software. Each exercise is accompanied by a lecture, a software template solving a problem and a related take-home problem. The software allows us to

focus on, and treat in a transparent fashion, physical problems without the unworldly idealizations and contrivances found in textbooks. Prerequisites: General Chem, concurrent enrollment with Chem 401 and prior or concurrent enrollment in General Physics.

Same as L07 Chem 400

Credit 1 unit. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L31 Physics 411 Mechanics

Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation. Prerequisites: Physics 117A–118A or Physics 197–198, Math 217 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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### L31 Physics 421 Electricity and Magnetism

Starting from Coulomb's law, the Biot-Savart law and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored. Prerequisites: Physics 117A–118A or Physics 197–198, Math 217 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM BU: SCI EN: DU, SU, TU

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### L31 Physics 422 Electricity and Magnetism II

The second course in a two-part series covering the classical theory of electricity and magnetism leading to the derivation and application of Maxwell's equation. Topics in electrodynamics including Faraday's law, the displacement current and Maxwell's equations in vacuum and in matter are covered. Electromagnetic waves and radiation, special relativity and relativistic electrodynamics also are discussed. Prerequisite: Physics 421 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM EN: DU, SU, TU

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### L31 Physics 427 Introduction to Computational Physics

Lectures and hands-on experience in computational physics combining topics in numerical analysis, algorithms, statistics, visualization and computer algebra with projects in contemporary areas of physics. Prerequisites: Physics 217 or equivalent and familiarity with a programming language.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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### L31 Physics 435 Nuclear and Radiochemistry Lab

Application of radiochemical techniques to problems in chemistry, physics, and nuclear medicine. Prerequisites: 3 units of physical chemistry and permission of instructor. One lecture hour and five hours of laboratory a week.

Same as L07 Chem 435

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L31 Physics 436 Introduction to the Atomic Nucleus

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics and physics.

Same as L07 Chem 436

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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### L31 Physics 441 Selected Topics in Physics IV

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L31 Physics 442 Selected Topics in Physics IV

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair.

Credit variable, maximum 3 units. A&S: NS A&S IQ: NSM Art: NSM

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### L31 Physics 444 Energy and Environmental Physics

This intermediate-level course applies basic physics principles to this increasingly important area. It is designed for all science and engineering majors with an interest in energy and environmental issues. Topics covered include population trends, fossil fuel use, renewable energy sources, energy storage strategies and climate change. Particular emphasis is given to the use of the fundamental laws of physics, such as energy conservation, as well as more general concepts such as local and global stability, chaotic behavior, probability and risk. The aim of the course is the development of analytical skills and familiarity with important concepts, in order to enable an independent and informed view of environmental problems and possible solutions. A one-year introductory physics class on the level of Physics 117-118 or Physics 197-198 is required. This course may also be taken as Physics 344. Physics 444 requires an additional independent project.

Same as L31 Physics 344

Credit 3 units. A&S: NS A&S IQ: NSM, AN BU: SCI

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### L31 Physics 446 Galactic Astrophysics

This course discusses the motion of stars, gas, and dark matter in galaxies with the aim to gain a deep understanding of the morphologies and the kinematics of galaxies and galaxy clusters. The lectures focus on the dynamics and statistical mechanics of a collection of stars — treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase distributions of stars in star clusters and galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction, cosmology, the growth of density perturbations, galaxy formation, and dark matter constitute the final topics of discussion. This course is available for advanced undergraduates. Prerequisites: Physics 312, 411, and 463, or permission by the instructor, and graduate students.

Same as L31 Physics 546

Credit 3 units.

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**L31 Physics 450 Physics of the Brain**

Contents are the same as Physics 350. Also intended for graduate students. Includes a more sophisticated term project than Physics 350. Prerequisites: Physics 117A–118A or Physics 197–198, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI EN: SU, TU

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**L31 Physics 455 Physics of Vision**

Contents are the same as Physics 355. Also intended for graduate students. Includes a more sophisticated term project than Physics 355. Corequisite: Physics 117A, Physics 197 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L31 Physics 456 Stellar Astrophysics**

The course Stellar Astrophysics discusses the physical processes that play a role inside stars. Relevant physical processes include emissions and absorption processes, radiation transfer, convective transfer, the weak and strong interactions, nuclear processes and nuclear burning, and the thermodynamics of equilibrium and non-equilibrium processes in stellar interiors. Subsequently, these processes are used to explain the structure and evolution of stars of different mass ranges. Finally, the course discusses endpoints of stellar evolution including white dwarfs, neutron stars, black holes, supernova explosions and gamma-ray burst. Prerequisites: Physics 312, Physics 318, or permission of instructor.

Same as L31 Physics 556

Credit 3 units.

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**L31 Physics 460 X-Ray & Gamma-Ray Astrophysics**

Observers started to use X-ray and gamma-rays in the '60s and '70s to explore the cosmos with high-energy photons. The sky looks dramatically different at these energies with bright flares from mass accreting black holes and gamma-ray bursts and large diffuse emission from supernova remnants and cosmic rays interacting with galactic matter and magnetic fields dominating the emission. This course gives a comprehensive overview of the underlying physics and observable phenomenology. Topics covered include the history of X-ray and gamma-ray astronomy, high-energy radiation processes, particle heating and acceleration, accretion physics, blast waves and shocks, black holes, neutron stars, supernova remnants, gamma-ray bursts, and galaxy clusters. Prerequisite: L31 Physics 312.

Credit 3 units. A&S: NS A&S IQ: NSM

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**L31 Physics 463 Statistical Mechanics and Thermodynamics**

Basic methods of classical and quantum statistical mechanics, thermodynamics and transport theory. Prerequisite: Physics 217 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM

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**L31 Physics 471 Quantum Mechanics**

Origins of quantum theory, wave packets and uncertainty relations, Schrodinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schrodinger's equation in three dimensions, the hydrogen atom, symmetry, spin and the periodic table, approximation methods for time independent problems, quantum

statistics. Prerequisite: Math 217, Physics 217, or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM EN: SU, TU

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**L31 Physics 472 Solid State Physics**

Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids. Prerequisite: Physics 471.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L31 Physics 474 Introduction to Particle Physics**

Introduction to the standard model of particle physics, including symmetries, conservation laws, the weak interaction, the strong interaction, quark confinement and some more exotic ideas such as grand unified theories. Prerequisite: Physics 471.

Credit 3 units. A&S: NS A&S IQ: NSM, AN Art: NSM

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**L31 Physics 476 Astrophysics**

This Astrophysics course focuses on cosmic rays. Victor Hess discovered in 1912 that ionizing radiation impinges on the top of Earth's atmosphere. Even though physicists have been studying cosmic rays (the ionizing radiation) for more than 100 years now with a fantastic repertoire of experimental and theoretical tools, cosmic rays never stop to surprise us, and cosmic ray physicists are still pushing the frontier of cosmic exploration in many ways. This course gives an introduction into this exciting topic covering historical and recent cosmic ray measurements at all energies, particle and antiparticle observations, and neutrino observations. The presently favored models of cosmic ray acceleration and transport are discussed in detail, and some topics of current interest are highlighted (including the production of particles and antiparticles by dark matter). The course also covers radio astronomy and highlights the clues about the origin of the cosmic rays that can be obtained from radio observations. Prerequisite: Physics 312 or permission of instructor.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L31 Physics 477 Physics of Finite and Infinite Nuclear Systems**

Quantum mechanics of finite and infinite systems of protons and neutrons. Interaction between nucleons. Independent-particle model of nuclei and shell structure. Contrast with atomic shell model. Isospin symmetry. Information from weakly and strongly interacting probes of nuclei. Nuclear decay properties and some historical context. Many-particle description of nuclear systems. Single-particle versus collective phenomena. Properties of excited states. Bulk properties of nuclei. Nuclear and neutron matter. Role of different energy scales in determining nuclear properties: influence of long-range, short-range, and medium-induced interactions. Pairing correlations in nuclear systems. Relevance of nuclear phenomena and experiments for astrophysics and particle physics. Prerequisites: Physics 318 or Physics 471, or permission of instructor

Credit 3 units. A&S: NS A&S IQ: NSM

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**L31 Physics 478 From Black Holes to the Big Bang**

An introduction to general relativity. The goal is to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations by restricting attention to spherically symmetric spacetimes. Topics include: principle of equivalence; curved spacetime; spherical stars and black holes;

the Big Bang model, observational cosmology. Prerequisite:  
Physics 411 or permission of instructor.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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### L31 Physics 482 Research Seminar

Designed to introduce students to current developments in physics and to research carried out by faculty. Topics vary each year. Each member of the department addresses their particular specialty. Interested undergraduates may take this seminar in their junior or senior year. Must be taken pass/fail.  
Credit 1 unit. A&S: NS A&S IQ: NSM Art: NSM

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### L31 Physics 499 Honors Program

Prerequisites: junior standing, an average grade of B or better, and permission of the chair of the department. Program and credit to be determined; maximum 6 units.  
A&S: NS Art: NSM

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## Political Science

The Department of Political Science offers undergraduates the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by longstanding problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics; international political economy; justice and the state; and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, judicial politics, political methodology and political theory. A major in political science can prepare students well for professional training and advanced study in law, business, education, journalism, policy analysis, political science, public administration, social work and urban planning. Political science graduates enter careers in business; federal, state and local government; the media; and nonprofit organizations.

Because political science is a broad discipline, students often choose to combine the major with such related fields as African and African-American studies; American culture studies; anthropology; economics; environmental policy; history; international studies; Jewish, Islamic and Near Eastern studies; Latin American studies; philosophy; psychology; and women, gender and sexuality studies.

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## Faculty

### Chair

**James Spriggs II** ([http://polisci.wustl.edu/james\\_spriggs](http://polisci.wustl.edu/james_spriggs))  
Sidney W. Souers Professor of Government  
PhD, Washington University

### Associate Department Chair

**Matthew Gabel** ([http://polisci.wustl.edu/Matthew\\_Gabel](http://polisci.wustl.edu/Matthew_Gabel))  
Professor  
PhD, University of Rochester

### Director of Undergraduate Studies

**Justin Fox** (<http://polisci.wustl.edu/faculty/justin-fox>)  
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PhD, University of Rochester

### Director of Graduate Studies

**Andrew Reeves** (<http://polisci.wustl.edu/faculty/andrew-reeves>)  
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PhD, Harvard University

### Endowed Professors

**Randall Calvert** ([http://polisci.wustl.edu/Randall\\_Calvert](http://polisci.wustl.edu/Randall_Calvert))  
Thomas F. Eagleton University Professor of Public Affairs and Political Science  
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Ethan A.H. Shepley Distinguished University Professor  
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Sidney W. Souers Professor of Government  
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**Norman J. Schofield** ([http://polisci.wustl.edu/norman\\_schofield](http://polisci.wustl.edu/norman_schofield))  
William Taussig Professor of Political Economy  
PhD, Essex University

**Steven S. Smith** ([http://polisci.wustl.edu/steven\\_smith](http://polisci.wustl.edu/steven_smith))  
Kate M. Gregg Professor of Social Sciences; Director of the Weidenbaum Center on the Economy, Government, and Public Policy  
PhD, University of Minnesota

### Professors

**Brian F. Crisp** (<http://polisci.wustl.edu/pages.wustl.edu/crisp>)  
PhD, University of Michigan

**William R. Lowry** ([http://polisci.wustl.edu/William\\_Lowry](http://polisci.wustl.edu/William_Lowry))  
PhD, Stanford University

**Itai Sened** ([http://polisci.wustl.edu/itai\\_sened](http://polisci.wustl.edu/itai_sened))  
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## Associate Professors

**Michael Bechtel** (<http://polisci.wustl.edu/faculty/michael-bechtel>)  
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**David Carter**  
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PhD, Columbia University

**Ian MacMullen** ([http://polisci.wustl.edu/IanR\\_MacMullen](http://polisci.wustl.edu/IanR_MacMullen))  
PhD, Duke University

**Sunita Parikh** ([http://polisci.wustl.edu/Sunita\\_Parikh](http://polisci.wustl.edu/Sunita_Parikh))  
PhD, University of Chicago

**Andrew Reeves** (<http://polisci.wustl.edu/faculty/andrew-reeves>)  
PhD, Harvard University

**Andrew Rehfield** ([http://polisci.wustl.edu/andrew\\_rehfeld](http://polisci.wustl.edu/andrew_rehfeld))  
PhD, University of Chicago

**Betsy Sinclair** (<http://polisci.wustl.edu/faculty/betsy-sinclair>)  
PhD, California Institute of Technology

## Assistant Professors

**Deniz Aksoy**  
PhD, University of Rochester

**Sarah Brierley**  
PhD, University of California, Los Angeles

**Jacob Montgomery** (<http://polisci.wustl.edu/faculty/jacob-montgomery>)  
PhD, Duke University

**Keith Schnakenberg** (<http://polisci.wustl.edu/faculty/keith-schnakenberg>)  
PhD, Washington University

## Professors Emeriti

**Gary Miller** ([http://polisci.wustl.edu/GaryJ\\_Miller](http://polisci.wustl.edu/GaryJ_Miller))  
PhD, University of Texas at Austin

**John Sprague** ([http://polisci.wustl.edu/John\\_Sprague](http://polisci.wustl.edu/John_Sprague))  
Sidney W. Souers Professor Emeritus of Government  
PhD, Stanford University

## Majors

### The Major in Political Science

**Total units:** Students who major in political science are required to complete 30 graded units (10 classes) in political science with a C or better, distributed as follows:

#### Required courses:

- **Substantive Introductory Courses:** 6 graded units must come from any two introductory classes. (*Note: Students scoring a 4 or 5 on a relevant AP exam may place out of the associated introductory course and replace it with an upper-level course in a related subfield.*)
- **Methodology Course:** 3 graded units must come from Pol Sci 363 Quantitative Political Methodology. All majors are urged to take this course in the fall of their sophomore year. (*Note: Some statistics courses offered in other departments will allow students to opt out of this class, but those credits **will not** count toward their political science major. These courses include U25 PolSci 323 Introduction to Quantitative Methods [subject to the limit of 6 "outside" credit units], QBA 121 Managerial Statistics II, Math 3200 Elementary to Intermediate Statistics and Data Analysis, and ESE 326 Probability and Statistics for Engineering.*)

#### Elective courses:

- **Distribution Requirement:** 18 graded units must come from any six 300- or 400-level classes. Of these 18 units, students must complete at least one 3-unit course in three of the following five fields: American politics, comparative politics, international politics, political methodology, or political theory. (*Note: Pol Sci 363 does not count toward this upper-level distribution requirement.*)
- **Other courses:** A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in Senior Thesis section below) do not count toward the major.

## Limitations

**No more than 6 units from the following may count toward the major:** study abroad, summer school, Pol Sci 419 Teaching Practicum in Political Science, transfer credit, and University College.

**No more than 6 units from the following may count toward the major:** Pol Sci 413 Directed Research, Pol Sci 412 Directed Readings, and independent study.

## Additional Information

**Concentrations:** Political science majors may concentrate in a subfield of political science by taking (as part of their distribution requirement) three upper-level courses in any one of the five subfields (American politics, comparative politics, international

politics, political methodology, or political theory) and submitting a subfield concentration form. Students may earn concentrations in up to two subfields. The successful completion of a subfield concentration will be listed on a student's transcript.

**Senior Thesis/Capstone Option:** The department encourages serious students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty adviser for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of college credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research; however, this credit does not count toward the completion of the political science major. Although there is no GPA requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must:

- Complete Pol Sci 363 Quantitative Political Methodology or its equivalent by the fall of their junior year (all majors are strongly urged to take this in the fall of their sophomore year);
- Complete Pol Sci 495 Research Design and Methods in the spring semester of their junior year;
- Complete a second methods course appropriate for their thesis by the start of their senior year. (A complete list of courses can be found on our website (<http://polisci.wustl.edu>); Pol Sci 495 does not count toward this requirement.);
- Complete a subfield concentration (detailed in Concentrations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two-thirds of the concentration must be completed by the end of their junior year;
- Apply during their junior year for admission into the program;
- Students planning to study abroad and write a senior thesis should take Pol Sci 363 Quantitative Political Methodology in the fall of their sophomore year and should go abroad during the fall of their junior year. Students who wish to study abroad in the spring of their junior year and write a thesis senior year must meet with the director of undergraduate study before the start of their junior year.

**Senior Honors:** To graduate with Latin Honors, students must successfully complete a senior thesis and have a minimum grade point average of 3.65, as specified by the College of Arts & Sciences.

## The Major in Environmental Policy

**Required units: 40**

Students who major in environmental policy will be required to complete 40 graded units (13 classes) distributed as follows:

- 16 units from required foundation courses

- 9 units from research methods requirements
- 9 units from the list of upper-division courses in political science
- 3 units from a social science breadth requirement
- 3 units from a substantive distribution requirement

At least 24 of those total units must be at the 300-400 level.

We also strongly recommend that students complete a capstone experience. Possible options include a senior honors thesis, the environmental law clinic, or an appropriate internship. We intend to develop more capstone possibilities in the future.

### Required courses:

**All students take the following five foundation courses (16 units):**

| Code         | Title                                     | Units |
|--------------|---|-------|
| Anthro 361   | Culture and Environment                   | 3     |
| Biol 2950    | Introduction to Environmental Biology     | 3     |
| EPSc 201     | Earth and the Environment                 | 4     |
| Pol Sci 2010 | Introduction to Environmental Policy      | 3     |
| Pol Sci 331  | Topics in Politics (Theories of Justice*) | 3     |
| Total Units  |   | 16    |

\*Note: Students also may substitute Pol Sci 4070 Global Justice or EnSt 335F Introduction to Environmental Ethics for Pol Sci 331: Theories of Justice.

### Research Methods Requirements:

Students take three methods courses (9 units)

| Code         | Title   | Units |
|--------------|---|-------|
| Econ 1011    | Introduction to Microeconomics                          | 3     |
| Pol Sci 363  | Quantitative Political Methodology **                   | 3     |
| Pol Sci 4043 | Public Policy Analysis, Assessment and Practical Wisdom | 3     |
| Total Units  |   | 9     |

\*\*Note: Students may opt out of this class if they complete one of the approved courses below; however, students who chose this option **must take another upper-level class to complete the 40 required units.**

Political Science: Quantitative Political Methodology (Pol Sci 363)

University College: U25 Introduction to Quantitative Methods (PolSci 323)

Business School: Managerial Statistics II (QBA 121)

Math: Elementary to Intermediate Statistics and Data Analysis (Math 3200)

Engineering: Probability and Statistics for Engineering (ESE 326)

### Upper-Division Requirements:

Students need 15 additional units of upper-level course work (300-400 level) distributed in the following way:

(1) 9 units (three courses) must come from the following political science courses\*\*\*:

| Code         | Title  | Units |
|--------------|--|-------|
| Pol Sci 3070 | Politics and Policymaking in the American States                             | 3     |
| Pol Sci 3171 | Topics in Politics (The Politics of Environmental Regulation)                | 3     |
| Pol Sci 3211 | Public Opinion and American Democracy  | 3     |
| Pol Sci 3240 | The Political Economy of Public Goods  | 3     |
| Pol Sci 332B | Environmental and Energy Issues  | 3     |
| Pol Sci 333  | Topics in Politics (International Environmental Politics)                    | 3     |
| Pol Sci 340  | Topics: Environmental Justice (Environmental Justice)                        | 3     |
| Pol Sci 345  | Legislative Process  | 3     |
| Pol Sci 349  | Politics in Bureaucracies  | 3     |
| Pol Sci 3752 | Topics in American Politics: Globalization, Urbanization and the Environment | 3     |
| Pol Sci 4013 | Negotiating Major Legislation in Congress                                    | 3     |
| Pol Sci 4050 | Political Representation   | 3     |
| Pol Sci 4070 | Global Justice   | 3     |
| Pol Sci 4731 | Global Political Economy   | 3     |
| Pol Sci 4792 | Globalization and National Politics  | 3     |
| Pol Sci 480  | Topics in International Politics: Growth and Development                     | 3     |
| Pol Sci 489  | Politics of Regulation   | 3     |

\*\*\*Note: Students who have not taken Pol Sci 363 will need to complete four courses.

(2) Social Science breadth requirement. Students take at least one offering (3 units) from the following:

| Code        | Title  | Units |
|-------------|--|-------|
| Anthro 3322 | Brave New Crops  | 3     |
| Anthro 3391 | Economies as Cultural Systems  | 3     |
| Anthro 3472 | Global Energy and the American Dream   | 3     |
| Anthro 3612 | Population and Society   | 3     |
| Anthro 3616 | From Deep Ecology to Indigenous Ecological Identity: Environmental Social Movements and Anthropology | 3     |
| Anthro 399B | Rich Nations, Poor Nations   | 3     |
| Anthro 406  | Primate Ecology and Social Structure   | 3     |

|             |  |   |
|-------------|--|---|
| Anthro 4244 | Oil Wars: America & the Cultural Politics of Global Energy | 3 |
| Anthro 4253 | Researching Fertility, Mortality and Migration             | 3 |
| Anthro 4282 | Political Ecology  | 3 |
| ARCH 336A   | Sustainability   | 3 |
| ARCH 336B   | Designing Sustainable Environments                         | 3 |
| ARCH 336D   | Biomimicry: A Biokinetic Approach to Sustain(Able) Design  | 3 |
| ARCH 336E   | Biomimicry, Teleology and Organic Architecture             | 3 |
| ARCH 654D   | Metropolitan Landscapes                                    | 3 |
| ARCH 656    | Metropolitan Urbanism                                      | 3 |
| Econ 1021   | Introduction to Macroeconomics                             | 3 |
| Econ 403    | Economics of Law   | 3 |
| Econ 451    | Environmental Policy                                       | 3 |
| EnSt 3068   | The Human History of Climate Change                        | 3 |
| EnSt 310    | Ecological Economics                                       | 3 |
| EnSt 380    | Applications in GIS  | 3 |

or the following courses in University College:

|         |   |   |
|---------|---|---|
| IA 5421 | International Environmental Issues  | 3 |
| IA 5403 | Global Collective Action: Why Do Nations Cooperate? Climate Change and Other Cases. | 3 |

(3) Substantive Distribution Requirement

The environmental policy major provides students with the social scientific tools to address policy problems related to the environment. To supplement this social scientific knowledge, it is also important that students have substantive knowledge of the natural science of the environment itself and/or practical experience in the policy area. All students are therefore required to complete one substantive area course (3 units) with a passing grade.

| Code     | Title  | Units |
|----------|--|-------|
| Biol 381 | Introduction to Ecology                                      | 3     |
| EPSc 323 | Biogeochemistry  | 3     |
| EECE 210 | Introduction to Environmental Engineering                    | 3     |
| EECE 311 | Green Engineering  | 3     |
| EECE 518 | Sustainable Air Quality                                      | 3     |
| EECE 591 | Energy and Buildings   | 3     |
| EnSt 405 | Sustainability Exchange: Community and University Practicums | 3     |
| EnSt 406 | Urban Ecosystem Principles Integration                       | 3     |
| EnSt 539 | Interdisciplinary Environmental Clinic                       | var.  |
| EPSc 323 | Biogeochemistry  | 3     |

|          |                                       |     |
|----------|---------------------------------------|-----|
| EPSc 429 | Environmental Hydrogeology            | 3   |
| MEC 400J | Markets, Business and the Environment | 1.5 |

For additional information about this major, visit the Environmental Policy Major webpage (<http://enst.wustl.edu/programs/environmental-policy>) or send an email to [enstadmin@levee.wustl.edu](mailto:enstadmin@levee.wustl.edu).

## Minors

### The Minor in Political Science

**Units required:** 15

**Required courses:** Students must take a minimum of 15 graded units of course work with a C or better, including at least 9 advanced units.

### Additional Information

No more than 3 units may be counted from among the following: Pol Sci 412 Directed Readings, Pol Sci 413 Directed Research, Pol Sci 419 Teaching Practicum in Political Science, summer school, University College courses or credits from another institution including study abroad.

## Courses

Visit online course listings to view semester offerings for L32 Pol Sci (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L32&crslvl=1:4>).

#### L32 Pol Sci 101B American Politics

This course provides an overview of the politics of the American system of government. Among the topics covered are the historical developments of American politics, federalism, political participation (voting, interest groups, parties), institutions (congress, the courts, the president and public opinion). A theme underlying our examination of these and other topics is the fact that political actors are purposive in their strategic pursuit of various objectives. We explore the many ways in which this aspect of political behavior impacts institutions and the interactions between political actors throughout the American political system.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA UColl: PSA

#### L32 Pol Sci 102B Introduction to Comparative Politics

One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientists know, in this course the emphasis is on "how we know what we know" and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world they find most interesting.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: BA, IS UColl: PSC

#### L32 Pol Sci 103B International Politics

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces the study of global political-economic relations. We focus upon building a toolkit that will help us understand the micro-foundations of the globalization of material and social relations.

Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH

#### L32 Pol Sci 1041 Freshman Seminar: Introduction to Political Theory I

Why is democracy a good form of government? What if a benevolent dictator arose who wrote and enforced laws that were just and equitable? What if she honored the sanctity of human life and its flourishing, guaranteed a full range of liberties to her citizens — including political ones, such as the right of free speech and organization (but not including the right to rule)? Given the problems of most living democracies, why wouldn't this be a better regime than a democratic one? And are people really capable of governing themselves anyway? Why should we trust them so? In short, what's so special about "democracy" and its corresponding idol, "public opinion," that people bow to them as hallowed virtues of a good society? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class, students may enroll in either one or both. In this first semester, we lay out the fundamental themes of political theory in Plato's *Republic* and Aristotle's *Politics* asking, among other things, what justice is and what place democracy has among other forms of government. Passing briefly onto Augustine and Aquinas' struggles with religion and civil society, we emerge in modernity with Machiavelli's *Prince* and question whether the "good" and the "political" are or ought to be different aims. We conclude the semester with the social contract theory of Hobbes and Locke in which political legitimacy is based on the terms familiar to citizens of modernity: the right to rule is somehow related to a citizen's consent to be governed. In the spring semester, we turn to the struggle that modernity and the Enlightenment raised for issues of politics, including that of history, nature, institution building and economics, guided by the texts of Rousseau, Hamilton and Madison, Tocqueville, Mill, Marx, Nietzsche, and Weber.

Credit 3 units. A&S: SS EN: S

#### L32 Pol Sci 2001 The Great Economists

Examination of the great economic thinkers, the problems they sought to solve, the historically conditioned assumptions

they bring to their work, and the moral issues they raise. The class reads from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith and others as well as commentary from Heilbroner. These readings are paired with selected texts on the social and moral issues of their times. Open only to participants in Text and Tradition.  
Same as L93 IPH 201B  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L32 Pol Sci 2010 Introduction to Environmental Policy**

This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We'll also examine issues such as pollution control, climate change, and biodiversity.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 226 The Immigrant Experience**

This course explores the history and politics of immigrant groups in the 19th- and 20th-century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes. This course is a core requirement for the ethnic studies concentration in American Culture Studies.  
Same as L98 AMCS 202  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH, HUM

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**L32 Pol Sci 227 Just Do It! Skills That Turn Passion Into Policy**

The course focuses on skills related to the democratic expression of political rights and responsibilities. The course balances background knowledge of the issues with application. Students explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.  
Credit 1 unit. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 240 Jewish Political Thought**

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these

questions through a range of materials that include both primary and secondary literature.  
Same as L57 RelPol 240  
Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L32 Pol Sci 245A Fair Division in Theory and Practice**

The concept of fair division is a central tenet in the design of procedures aimed at generating equitable social outcomes and mitigating conflict. At the national level, such procedures include systems of apportionment, voting, and legislative districting, to name a few. On a smaller scale, these procedures could govern how assets are divided in a divorce, or how to divide a cake. While "fairness" in theory is indisputably a good thing, in practice the courts, politicians, and even mathematicians have grappled with the question of what it means for a procedure to be fair. This course examines algorithms and applications of procedures that aim to divide or allocate resources fairly. Some of these procedures were developed by mathematicians looking for formulas that satisfy mathematical properties such as envy-freeness and equitability. All of the procedures we consider are examined in terms of the fairness goals they aspire to achieve, the mechanisms they employ to achieve those goals, and the shortcomings of the procedures.  
Same as L50 InterD 245A  
Credit 3 units. A&S: SS A&S IQ: SSC EN: TU

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**L32 Pol Sci 2500 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.  
Same as L57 RelPol 250  
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 258 Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 260 Game Theory in Science and Culture**

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and

the humanities. In addition to covering the basic machinery of the theory, the class participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short essay exams and participation.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L32 Pol Sci 3010 Gender and Politics

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It draws on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Credit 3 units. A&S: SS EN: S

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### L32 Pol Sci 3011 Computational Modeling in the Social Sciences

This course introduces students to the theory and practice of computational modeling in social science. Computational modeling allows us to explore topics — including complexity, emergence and dynamics — that are difficult to study using traditional analytic methods. This course covers the theoretical foundations behind computational modeling in addition to offering an introduction to the design and programming of such models.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L32 Pol Sci 3012 Advanced Modeling in the Social Sciences

This course explores advanced topics and issues in the building and validation of models in the social sciences. The principal component of the course is the design and development of an individual research project by each student. The conclusion of the course involves a public research symposium with a poster session in which all students present their models and findings to the broader campus community. Prerequisite: Pol Sci 3011 Computational Modeling in Social Science.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L32 Pol Sci 3024 International Institutions

This course surveys in historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF and the World Bank. Prerequisite: Pol Sci 103B Introduction to International Politics.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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### L32 Pol Sci 3031 Race and Ethnicity in American Politics

This seminar discusses the continuing importance of race and ethnicity in American politics and the politics of racial minority

groups in America. It examines the disadvantage minorities have in the American political structure, including problems with political participation. It examines how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The role of pressure groups on political structure is discussed. Additional discussion focuses on urban politics and tensions.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L32 Pol Sci 3044 Foundations of American Democracy

Since its founding, the United States of America has been strongly identified with principles of democratic rule. This course provides an introduction to some philosophical and historical foundations of American democracy. Over the course of the semester, we ask what democracy means and what it requires. We examine thinking about political rights and liberty at the American founding. We ask what democratic inclusion and political equality entail. We ask what democracy means, and what it should mean, in the American context, and whether and to what extent American institutions embody democratic ideals.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L32 Pol Sci 3055 The Comparative Study of Legislative Institutions

This course focuses on understanding the variation in legislative institutions around the world.

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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### L32 Pol Sci 306 American Political Thought

This is a course on American political and constitutional thought. The main theme is the problem of freedom: how it should be understood, and the constitutional and other conditions which sustain it. We also touch on questions of leadership, class and foreign policy as they relate to the main theme. We begin with the political thought of the American colonists, then turn to the Federalist/Anti-Federalist debate on the constitution, and trace these lines of thinking to a point just before the outbreak of the Civil War. Apart from writings of prominent American political thinkers such as Madison, Jefferson, Adams, Hamilton and Calhoun, we also consider the work of the foreign observer of American life and honorary American, Alexis de Tocqueville.

Credit 3 units.

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### L32 Pol Sci 3070 Politics and Policymaking in the American States

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans every day. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in U.S. politics and policymaking by critically examining topics such as intergovernmental relations; the historical evolution of American federalism; the organization and processes associated with state legislative, executive and judicial branches; state elections; political parties; interest groups; and specific state policy areas such as budgeting, welfare, education and the environment. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L32 Pol Sci 3073 Global War on Terrorism**

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation-states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H

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**L32 Pol Sci 3090 Civil War and Peace**

This course examines the causes and consequences of intrastate conflict as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, etc. We consider many potential causes of intrastate violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers and disease. Finally, using what we have learned about the causes and consequences of conflict, we analyze the utility of different tools for managing intrastate conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L32 Pol Sci 3103 Topics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 3115 Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

This course explores how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality and ethnic identity. We raise questions such as: What has led to sex trafficking in Nepal? Can information technology solve India's social problems and unemployment? What is biopiracy and how are South Asian activists challenging the global corporatization of world food and water supplies? Readings, films and discussions take us to countries such as Bangladesh, Nepal, Pakistan, Sri Lanka and India.

Same as L97 IAS 315

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC BU: IS EN:  
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**L32 Pol Sci 316B African-American Politics**

This course examines the historical and contemporary efforts by African Americans to gain full inclusion as citizens in the U.S. political system. The course focuses on topics such as the politics of the Civil Rights Movement; African-American political participation; and the tension between racial group politics and class politics.

Same as L90 AFAS 3161

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 3171 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH, IS

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**L32 Pol Sci 3180 Democracy: Causes and Consequences**

This course examines the major international and domestic causes and consequences of democracy worldwide.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L32 Pol Sci 320A Religious Freedom in America**

This interdisciplinary course, co-taught by a law school professor and an American historian, concerns the intersection of religion, liberty and law in American culture. It introduces students to the major texts and historical issues concerning religious liberty, using legal history and case law, intellectual and social history, and political philosophy. It will address issues of significant contemporary debate — from the role of religious groups on college campuses to bakers and gay weddings — along with the deep historical background, from English settlement of North America and the making of the Constitution, through the Civil War, to the Cold War and the recent political developments.

Same as I50 InterD 320

Credit 3 units. A&S IQ: HUM, SD EN: H

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**L32 Pol Sci 321 Comparative European Politics**

This course is designed to provide students with an introduction to politics in Europe, with a focus on national politics. The course has two main goals. One goal is that students acquire a general understanding of the institutions of democratic governance and how they affect how voters' preferences are translated into government policy. As most European states are variations of parliamentary democracies, we pay particular attention to the connection between voters and policymakers through parliamentary institutions. The second goal is that students achieve a basic understanding of specific political systems in Europe and appreciate current political issues particularly those related to democratic transitions in Eastern Europe. Prerequisites: Pol Sci 102B Intro to Comparative Politics; Pol Sci 363 Quantitative Political Methodology (can be taken concurrently).

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA, IS

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**L32 Pol Sci 3211 Public Opinion and American Democracy**

This course is about the salience of public opinion and its influence on American Politics. Topics covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval and the relationship between public opinion and public policy. The course also trains students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use

these tools as part of their own research projects. Prerequisite: previous course work in American politics or communications. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L32 Pol Sci 3240 The Political Economy of Public Goods**

This course explores the nature of public goods by investigating the economic and political rationales for providing them. We explore the endogenous creation of public goods, such as the formation of mutually agreed upon constitutions to protect property rights and the exogenous imposition of public goods, such as the regulatory framework that provides clean air.

Through the use of efficiency analysis, we explore the costs and benefits to alternative institutional arrangements, such as private property or market exchanges, to the government or voluntary provision of public goods.

Credit 3 units.

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**L32 Pol Sci 326B Latin American Politics**

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting Latin American governments: the role of the military in politics; the reform of political institutions; threats from radical guerrillas and drug traffickers; debt and economic restructuring; and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico and Nicaragua. Prerequisite: 100-level introductory course in political science or its equivalent in history or international and area studies.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L32 Pol Sci 327B African Politics**

A survey of politics in the states of sub-Saharan Africa. Major themes include the givens of African politics; the colonial inheritance; ethnicity, race and politics; religion and politics; forms and styles of rule and governance; pathologies and nonnormal politics; and the international relation of African states. Requirements include two short papers and a written briefing on an assigned country.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L32 Pol Sci 3292 Topics in Politics: Modern South Asian Politics**

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization; land reform; law and politics; social movements; religious and caste politics; the rise of religious nationalism; and political control of the economy.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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**L32 Pol Sci 3296 Race and Ethnicity in the United States**

This course is designed to explore relations within and between the racial and ethnic groups of the United States. We examine the social, economic, and political similarities and differences of African Americans, Asian Americans, Latinos, and New Immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation to one another and the majority population for understanding

the origins of conflict and unanimity within and between the different groups. We pay specific attention to events in Ferguson, Missouri, and the tensions between political leaders, policing and minorities more generally, the disproportionate levels of poverty experienced by African Americans and Mexican Americans, and the vilifying of certain minorities by the majority population.

Same as L98 AMCS 3296

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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**L32 Pol Sci 3302 Politics and Policies of Immigration in the United States**

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a writing-intensive and modified version of Pol Sci 226/AMCS 202. Students who have taken that course should *not* take this course. Because this is a writing-intensive class, we also spend time studying research paper design and writing.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L32 Pol Sci 331 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: HUM

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**L32 Pol Sci 331B Gender and American Politics**

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category and the relationship between gender, race, ethnicity and power. Second, we study gender-based social movements, including the suffrage and women's rights movements, women's participation in the Civil Rights Movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Credit 3 units. A&S: SS, SD BU: BA, ETH

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**L32 Pol Sci 3321 Topics in Politics: Constitutionalism and Democracy**

An introductory analysis of a range of issues related to constitutions and democratic government. The main focus is on such theoretical questions as: Why do societies produce constitutions? Why do subsequent generations abide by them? What is the relationship between constitutional principles and democratic decision making? Who benefits from constitutional constraints?

Credit 3 units. A&S: SS BU: BA

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**L32 Pol Sci 3323 The Democracy Lab**

The U.S. states are often called laboratories of democracy because the lessons learned from an "experiment" in one state or city can inform other governments. This course embraces the idea that we can act as scientists in the laboratories of local government. The course teaches students about research design. We also help them design their own experiments and then give students the opportunity to work with local officials to help design, conduct and analyze an experiment relating to governance.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 3325 Topics in Politics: Constitutional Politics in the United States**

The principal purpose of this course is to introduce students to the politics of constitutional interpretation. We first discuss the origins of the Constitution; the structure, operation and work of courts; and judicial decision making. Afterwards, we examine various areas of the law relating to institutional powers and constraints (e.g., federalism, presidential powers, Congressional authority). In so doing, we develop an understanding for the legal doctrine in each area of the law and also examine explanations for the legal change we observe.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 332B Environmental and Energy Issues**

This course considers the major issues in these increasingly important areas of public policy. We will discuss the importance of political processes and actors on such phenomenon as pollution, global warming and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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**L32 Pol Sci 333 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L32 Pol Sci 336 Topics: American Elections and Voting Behavior**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L32 Pol Sci 3363 Interchangeables, Influentials, and Essentials**

Do you want to know how to obtain power? How to influence the powerful? Or even how to unseat those in power? In this course, we focus on how leaders, of all types, get and keep their jobs. Regardless of setting — democratic or dictatorial (or corporate, for that matter) — it is all about those whom the leader finds to be interchangeable, those the leader finds influential, and those who are essential. Students learn the "Rules to Rule By" and why, when leaders follow them, they often behave badly causing those they govern to suffer.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L32 Pol Sci 3381 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 340 Topics: Environmental Justice**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L32 Pol Sci 3400 Social and Political Philosophy**

Study of certain fundamental issues concerning government, society and culture. For example: What are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in philosophy and PNP.

Same as L30 Phil 340F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, HUM

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**L32 Pol Sci 3401 Topics in Political Thought**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH

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**L32 Pol Sci 3403 The Politics of Congressional Elections**

This course introduces students to the study of American legislative elections. The first part of the course focuses on congressional election campaigns, in which we discuss who runs for office, the incumbency advantage, campaign finance, congressional primaries, electoral competition, voter turnout, and vote choice. The second part of the course examines how electoral factors affect legislative politics, focusing on questions involving representation, accountability and lawmaking. Prerequisite: L32 Pol Sci 101B Intro to American Politics.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L32 Pol Sci 342 The American Presidency**

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L32 Pol Sci 3422 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of

the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Same as L98 AMCS 3422

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L32 Pol Sci 3431 Constitutional Law

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA

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### L32 Pol Sci 344 Courts and Civil Liberties

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA, ETH, HUM

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### L32 Pol Sci 3441 Defendant's Rights

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

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### L32 Pol Sci 3462 The Politics of Privacy in the Digital Age

This course explores the changing nature of privacy in contemporary society.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

ETH EN: S UColl: PSA, PSC

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### L32 Pol Sci 349 Politics in Bureaucracies

Focuses on politics and political conflicts involving bureaucratic organizations, primarily but not exclusively those of the federal government. Attention given to the characteristics of bureaucratic organizations and their members; their relations with one another as well as with other participants in policymaking also considered. Major activities within bureaucracies — planning, program development, organizing, budgeting and service delivery — discussed with a view to clarifying their political implications and consequences; problems associated with controlling and changing bureaucracies.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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### L32 Pol Sci 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time, law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of — and values underlying — the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that are used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:

BA EN: H

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### L32 Pol Sci 3510 Topics in American Politics: The Supreme Court

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:

BA

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### L32 Pol Sci 3551 The Welfare State and Social Policy in America

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that compose it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions and policies related to work, poverty and inequality.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L32 Pol Sci 3552 Political Economy of Democracy

In the past few years, a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course deals with

the logic apparatus underpinning these books. In addition, the course introduces the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less-developed world.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L32 Pol Sci 3561 Topics in Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC BU: IS EN: S

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### L32 Pol Sci 3575 US Foreign Policy: Theory and Practice

In this class we focus on the procedures and institutions that shape U.S. foreign policy decisions. This is neither a course on international relations theory nor a history of U.S. foreign policy. Rather, this course examines the domestic politics surrounding U.S. foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy — the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings? We examine these topics through reading and writing assignments, class discussion, and simulations to promote deeper understanding and build practical skills.

Same as L97 IAS 3575

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L32 Pol Sci 358 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L32 Pol Sci 359 The Mathematics of Elections

Voting procedures provide the most common means of aggregating the preferences of individuals into societal outcomes. These procedures play an integral role in our daily lives, from having a show of hands to decide which type of pizza to order for a club meeting, to electing a president. This course examines the effects that different voting procedures have on how groups make decisions. We evaluate electoral systems mathematically, by considering the various properties that procedures may or may not satisfy. A classic example is Arrow's Impossibility Theorem, which tells us that every electoral system must fail to satisfy one or more criteria of fairness or sensibility. In addition to Arrow's claim, we examine other legislative paradoxes and learn why the choice of electoral procedure is critical to our understanding of how "good" and "bad" decisions can be made. We also discuss the comparative properties of electoral systems in operation, such as fairness, proportionality, representativeness and legitimacy.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L32 Pol Sci 3610 Legislative Politics

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We focus on the behavior of individual legislators and the role they play in crafting federal legislation in policy areas such as health care, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L32 Pol Sci 362 Politics and the Theory of Games

This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different subfields of research in the social sciences today. We discuss examples of the usefulness of cooperative and noncooperative game theory to the study of human behavior in general and political science and political economy in particular.

Credit 3 units. A&S: SS A&S IQ: SSC, AN Art: SSC BU: BA

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### L32 Pol Sci 363 Quantitative Political Methodology

This is an introduction to research methodology and quantitative analysis for social scientists. Students are introduced to the logic of social scientific inquiry, and to the basic statistical tools used to study politics. Students learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance and regression analysis. Major components of the course include learning how to collect, manage and analyze data using computer software, and how to effectively communicate to others results from statistical analyses. Students work collaboratively on research projects in which they pose their own questions, design a study, collect and analyze the data, and present their findings in a research paper.

Credit 3 units. A&S: SS, QA A&S IQ: SSC, AN EN: S

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### L32 Pol Sci 3680 The Cold War, 1945-1991

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Same as L22 History 3680

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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### L32 Pol Sci 3690 Politics of International Trade

In this course we study the relationship between international trade and domestic politics. We cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisite: Pol Sci 103B.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

**L32 Pol Sci 373 International Political Economy**

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less-developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations.

Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: SS BU: IS

**L32 Pol Sci 374 Contemporary American Foreign Policy**

This course surveys post-war American foreign policy in historical perspective. It begins by evaluating the rise of the United States as a world power during the 20th century, its current position of primacy and its consequences in the post-Cold War period, and the distinctive traditions and institutions shaping the making of American foreign policy. It then examines the origins of the strategy of containment in the early Cold War period before considering how these debates animated the changing course of American foreign policy through the various phases of the Cold War conflict. The course concludes by analyzing American foreign policy since the end of the Cold War, up to and including debates about the consequences of September 11, 2001, for the United States' position of primacy, the Bush Doctrine and the American-led intervention in and subsequent occupation of Iraq.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

**L32 Pol Sci 3781 Topics in Politics: Israeli Politics**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

**L32 Pol Sci 3782 Topics in Comparative Politics: Terrorism and Political Violence**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**L32 Pol Sci 381 The Politics of Electoral Systems**

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand, we then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties and politicians. To wrap up the course, we return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI BU: BA EN: S

**L32 Pol Sci 389 Power, Justice and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban

political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument; revising and rewriting; writing with style; and peer consultation.

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

**L32 Pol Sci 389A Power, Justice and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

**L32 Pol Sci 391A Democracy and Citizenship Seminar II**

What does it mean to be a citizen in a democratic society? What are the rights of citizenship and what are its responsibilities? How are the answers to these questions different for citizens of the United States of America, with its particular history, values and status in the world? Enrollment in this seminar is limited to freshmen who have been admitted to the Democracy and Citizenship Focus program.

Credit 1 unit.

**L32 Pol Sci 393 History of Political Thought III: Liberty, Democracy and Revolution**

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress toward one best form of government — capitalist democracy, perhaps, or communism? What forces drive history? We address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors studied include Kant, Hegel, Marx, Tocqueville, John Stuart Mill and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is designed to be the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**L32 Pol Sci 4001 American Democracy and the Policymaking Process**

This course is part of the Semester in DC Program.

Credit 3 units. EN: S

**L32 Pol Sci 4010 Pluralism, Liberalism and Education**

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify

using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340 or permission of instructor.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 4013 Negotiating Major Legislation in Congress**

This course examines the outcomes of the legislative process in the United States. The first third of the course examines key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process and the uncovered set. The rest of the course examines the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student writes several drafts of a major research project on a major piece of legislation. Each research project examines the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process and the role of party. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L32 Pol Sci 402 Topics in Political Thought**

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 4024 The Meaning of National Security in the 21st Century**

The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world.

Same as L97 IAS 402

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 4025 Experiments in Politics**

This is a lab-style seminar in which we design, field and analyze an experimental study on political attitudes or political behavior. Our ultimate goal is to publish a scholarly article in a peer-reviewed journal in political science. Prerequisite: Pol Sci 363 Quantitative Political Methodology (can be taken concurrently).  
Credit 3 units.

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**L32 Pol Sci 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools

aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.  
Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH EN: S

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**L32 Pol Sci 4040 Capstone Seminar in International Politics: Public Policy Responses to Global Poverty**

This course is designed for senior political science majors with a background in international politics (refer to prerequisites). In this course we examine the theoretical and empirical literature on the causes of global poverty and evaluate public policy responses from the international community. Topics include: foreign aid (including micro finance), debt relief, trade reform, global health initiatives and private-public partnerships. Students are expected to have a strong theoretical background in the tools and concepts in political science and a strong interest in development topics. As a capstone class, the teaching style focuses on a student-centered classroom, where students run the class and help moderate discussions with outside speakers. Prerequisites: Pol Sci 103B, one advanced course in international politics, and a second advanced course in either international or comparative politics.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 4043 Public Policy Analysis, Assessment and Practical Wisdom**

This course provides an introduction to the study, professional practice, ex-ante and ex-post assessment of public policy and the professional practice of public analysis. We rely heavily on David L. Weimer and Aidan R. Vining's text, *Policy Analysis: Concepts and Practice*. This course covers a series of critical concepts in the understanding of practicing, analyzing and assessing public policy.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 405 Topics in Political Thought**

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

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**L32 Pol Sci 4050 Political Representation**

In this class we study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem, what should representatives do? And how should institutions be designed to foster these normative ends? Readings provide a broad overview of the subject and address enduring questions, including problems of minority representation, voting rights and redistricting. Prerequisite: Pol Sci 106 or Pol Sci 107.

Credit 3 units. A&S: SS A&S IQ: SSC BU: ETH EN: S

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**L32 Pol Sci 406 Topics in Political Thought**

Questions regarding the relationship between the state and civil society are among the most enduring in political science — and the most pressing in contemporary political practice.

This course examines an array of texts in political theory and recent empirical studies of the relationship between state and civil society. Among the questions we address are the following: What kinds of groups "count" as being part of civil society? What is the relationship between the state and civil society in a democracy? Can we meaningfully distinguish between political associations and economic associations? What is the relationship between voluntary associations and the market? What is the purpose of civil society? This course focuses on close readings of the assigned texts and consideration of contemporary understandings of the topic. It is aimed at students interested in comparative politics, political philosophy and political economy.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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### L32 Pol Sci 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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### L32 Pol Sci 412 Directed Readings

This is a course of readings in political science taken under the direction of an instructor in the department.

Credit variable, maximum 3 units. A&S: SS

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### L32 Pol Sci 413 Directed Research

Research activities or project in political science done under the direction of an instructor in the department.

Credit variable, maximum 3 units. A&S: SS

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### L32 Pol Sci 4131 Intolerance and Prejudice

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Same as L33 Psych 413

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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### L32 Pol Sci 414 Directed Fieldwork

This course is a fieldwork project carried out under the direction of an instructor in the department.

Credit variable, maximum 9 units. A&S: SS

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### L32 Pol Sci 415 Senior Thesis Research

Intensive research, conducted under the supervision and guidance of a faculty sponsor of the thesis.

Credit variable, maximum 3 units. A&S: SS

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### L32 Pol Sci 419 Teaching Practicum in Political Science

This course is an opportunity for undergraduates to assist in course instruction, tutoring and preparation of problems, readings and exam materials with permission and under supervision of instructor. This course counts toward up to 6 hours of credit in an advanced field for the political science major.

Credit variable, maximum 3 units. A&S: SS

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### L32 Pol Sci 4212 Elections

This course examines how politicians and policies are selected by citizens in democracies. The literature exploring the rules and procedures that govern elections is perhaps the most theoretically and empirically sophisticated body of knowledge in the study of politics. We explore how differences in these institutional rules across a variety of democracies shape the types of strategic choices voters make, the coalitions that legislators form, whose interests are represented, the structure of parties, the career paths of politicians, and the policies that governments pursue. We further investigate how, when and why electoral rules are changed with reference to several recent cases of electoral reform.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L32 Pol Sci 4231 Contemporary Issues in Latin America

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS

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### L32 Pol Sci 4241 Topics in American Politics: Race and Politics

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We also examine the way that race and racism influence public opinion.

Credit 3 units. A&S: SS

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### L32 Pol Sci 425 Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM EN: H

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### L32 Pol Sci 426 Topics in American Politics: Politics of the Civil Rights Movement

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC EN: S

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**L32 Pol Sci 4260 Writing about Civil Rights**

The substantive goal of this course is to study the civil rights movement in order to learn more about the role of social movements, federalism, the legislative process, the presidency, political parties and the courts in American politics. This is a writing-intensive seminar, limited to 18 students, each of whom write three essays. Each student submits an early draft of each essay, which is edited and returned to the student for polishing. There are review sessions on grammar, punctuation, word usage and paragraph construction. The readings for the course include some of the best essays on the subject of civil rights by W.E.B. DuBois, Malcolm X, Martin Luther King Jr. and others. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI EN: S

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**L32 Pol Sci 4280 Political Intolerance in World Politics**

This course is an investigation into the meaning, causes and consequences of political intolerance. Our goal is to expose students to contemporary research on: a) how political intolerance is conceptualized and understood, especially within the context of theories of democracy; b) how political intolerance can be measured, both at the level of the individual and the institution/society; c) where intolerance originates, both in terms of individual psychology and system-level politics; and d) what consequences flow from intolerance, especially in terms of legal and extra-legal political repression, as well cultural consequences (e.g., a "culture of conformity"). The course makes little distinction between American politics and politics in other parts of the world (although no knowledge of specific non-U.S. systems is required as a prerequisite).

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

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**L32 Pol Sci 4281 Comparative Political Parties**

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims, consequences and characteristics of modern party politics.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L32 Pol Sci 4291 Polarization in American Politics**

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance. Prerequisites: L32 Pol Sci 101B Intro to American Politics, L32 Pol Sci 363 Quantitative Political Methodology or equivalent.

Credit 3 units.

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**L32 Pol Sci 4331 Topics in Comparative Politics**

Credit 3 units. A&S: SS A&S IQ: SSC

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**L32 Pol Sci 4373 Immigration, Identity and the Internet**

This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?

Credit 3 units. A&S: SS, CD, WI A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 4400 Advanced Social and Political Philosophy**

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in philosophy at the 300 level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L32 Pol Sci 4402 Topics in Political and Social Theory: Constitutionalism**

This course is intended primarily for sophomores and juniors.

The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS EN: S

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**L32 Pol Sci 4451 Contemporary Politics in India**

This seminar examines current topics and controversies in contemporary Indian politics. The course has three main foci: the links between politics and economic liberalization over the past two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC BU: IS EN: S

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**L32 Pol Sci 4504 Contemporary Democratic Theory**

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention is given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates.

Credit 3 units. A&S: SS, WI

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**L32 Pol Sci 4505 American Political Parties**

This seminar introduced students to core literature on political parties with a strong bias toward recent research.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 451 Topics in American Politics: Supreme Court**

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4513 Topics in Politics: Criminal Law and Criminal Justice: Homicide**

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC BU: BA

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**L32 Pol Sci 4522 Topics in American Politics**

This course is intended primarily for sophomores and juniors. The topic varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4551 Seminar in Political Economy**

This research seminar introduces the student to recent work on the political economy of democracy. We start with a historical account of the development of democratic institutions in Britain and the United States, and then continue with recent work on modeling elections. We compare elections in countries that make use of proportional electoral systems, such as Israel, with those like the United States and Britain that are highly majoritarian. Finally, we discuss the forces of democratization and globalization. The required work for the seminar is a research paper approximately 20 pages (double-spaced) in length.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 4552 Comparative Political Economy**

This seminar introduces the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We read and discuss a number of recent books: Acemoglu and Robinson on *Economic Origins*; North, Weingast and Wallis on *Violence and Social Order*; Przeworski on *Democracy and Development*; Ferguson on *Money*; Collier on *Wars, Guns and Votes*. If time permits, we discuss recent work by Stern on the *Economics of Climate Change*. Students are expected to work on two short research papers, either empirically or theoretically based, and make a presentation of their work near the end of the semester.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 4621 Politics and the Theory of Games**

This course covers basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. It covers some issues of the forefront of contemporary research in game theory as the central analytical tool in studying the science of politics. The main substantive issues are the emergence of law and order in society, markets vs. political mechanisms, and the distinctive characteristics of parliamentary vs. presidential democratic systems. The course also includes some real case studies, basic experiments and, in general, a lot of fun.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L32 Pol Sci 4625 Topics in Politics**

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L32 Pol Sci 4626 Applied Statistical Programming**

Statistical computing is a quickly changing field. Standard techniques of today would have been difficult to execute 15 years ago and impossible in the early 1990s. Rapid improvements in computing power have been accompanied by swift changes in standard statistical methods. In just the last decade, techniques ranging from Markov chain Monte Carlo (MCMC) simulation, randomization inference, network analysis, and non-parametric matching have moved from being novel, advanced applications to commonplace across the social sciences. This class is designed to achieve two broad objectives. More narrowly, it aims to guide students as they learn the specifics of the R programming language, a powerful statistical computing environment widely used in the fields of political science, network analysis, machine learning, and statistics. Achieving this goal will require students to learn commands, best practices, and work-arounds specific to the sometimes idiosyncratic R language.

Same as L32 Pol Sci 5625

Credit 3 units.

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**L32 Pol Sci 464 Topics in American Politics: The United States in Vietnam: Origins, Developments and Consequences**

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention is given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Same as L22 History 4894

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L32 Pol Sci 4730 Political Economy of Multinational Enterprises**

In this class we explore the literature in political science and economics on the relationship between multinational enterprises and domestic governments. The four main themes of the course are: 1) defining and understanding multinational enterprises, 2) governments attracting and competing for multinationals, 3) the impact of multinationals on economic development and groups within society, and 4) attempts to regulate multinationals both domestically and internationally. Prerequisite: Pol Sci 102 or 103B.

Credit 3 units. A&S: SS A&S IQ: LCD, SSC BU: IS EN: S

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**L32 Pol Sci 4731 Global Political Economy**

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance and multinational production) on domestic governments and societies?

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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**L32 Pol Sci 475 Topics in International Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

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**L32 Pol Sci 4761 Politics of International Finance**

In this course we examine the complex relationship between international finance, economic development, and domestic politics by drawing on the recent scholarly literature in economics, political science and finance. The focus is on the theoretical literature on both the determinants of international financial flows and its effects on domestic societies. Specially, we focus on five forms of international finance: (1) international equity markets (stocks), (2) flows of foreign direct investment (multinational corporations), (3) currency markets (with a special focus on currency crisis), (4) international debt and (5) international aid.

Credit 3 units. A&S: SS EN: S

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**L32 Pol Sci 4792 Globalization and National Politics**

This seminar examines globalization and its interaction with national politics. The movements of ideas, capital, goods, services, production and people across national borders provide a skeletal framework for the global political economy. Politicians, policymakers and societies discover new opportunities, but also dilemmas, as expanding interdependence challenges traditional notions of sovereignty and national policy autonomy. Prerequisite: Pol Sci 102 or Pol Sci 103.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L32 Pol Sci 480 Topics in International Politics: Growth and Development**

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L32 Pol Sci 4861 Seminar on American Election and Voting**

Survey of major contributions to the study of American elections and voting behavior; patterns of voting through time as well as contemporary cross-sectional patterns.

Credit 3 units. A&S: SS

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**L32 Pol Sci 489 Politics of Regulation**

Events such as the Gulf oil spill and the economic meltdown have dramatized the importance of regulation in the United States, and at the same time called into question the most fundamental beliefs about the nature of the regulatory process. This course reviews the notion of market failure as basic to understanding the rationale for government regulation; it also examines theories of governmental failure as a source of skepticism and concern regarding impediments to effective regulation. Much of the course reviews the development of regulatory machinery in the 20th century. We examine the political forces that have resulted in expansion of the institutions of regulation — interest groups, partisan conflict, legislative negotiation, and executive leadership. We examine these forces in detail in examining the political and legislative response to recent financial and environmental crises.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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**L32 Pol Sci 491 Collection and Analysis of Qualitative Data**

This course covers basic techniques for collecting, interpreting and analyzing qualitative data. Students select a research

project, collect appropriate qualitative data and conduct a preliminary analysis. Students learn how to gather several types of qualitative data, including participant observation and open- and closed-ended interviews. In addition, they evaluate and analyze primary data collected by others including oral histories, archival records, interview transcripts. We consider the advantages and disadvantages of non-randomly collected data, such as those gathered through ethnographic and archival methods. We assess the utility of building statistical datasets from such data, and students learn the basic techniques of using computer programs such as Nvivo and Atlas.ti for qualitative data. Biweekly assignments that focus on different aspects of collection and analysis are designed to help students produce a research paper as a final project.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 495 Research Design and Methods**

This course provides an introduction to qualitative and quantitative research methods in political science. Topics address issues related to theory building as well as theory testing. Technical issues related to these methods are not the focus of this course, as are theoretical issues regarding the advantages and disadvantages of the different approaches. Ultimately, the goal of this course is twofold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design; and (2) to guide students in how to design an original research project. Both the reading assignments, including methodological and applied readings, and the written assignments are directed toward these goals.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L32 Pol Sci 496 Game Theory and Collective Choice**

An introduction to models of collective choice important in political science, including game theory, the spatial voting model and axiomatic social choice theory. The course concentrates primarily on noncooperative game theory, whose main topics include: strategic and sequential forms, Nash equilibrium, solution by backward induction, imperfect information, repeated games; and applications to voting, campaigning, public goods, agenda design, bargaining and collective action. With noncooperative games as a foundation, the course then examines cooperative game theory (games in coalition form), voting as a social choice mechanism (including the median voter theorem and global cycling theorems), and social-choice possibility theorems (such as Arrow's Theorem). Prerequisite: Math 131 Calculus I or Pol Sci 5052 Mathematical Modeling, or equivalent.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L32 Pol Sci 49PK The Founding Fathers' Government in an Electronic Age**

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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## Portuguese

Portuguese is the sole official language of seven countries spanning three continents. These include: Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Príncipe. In addition, Portuguese enjoys co-official language status in East Timor, Equatorial Guinea, and Macau. It is the sixth most spoken language worldwide and the fifth most spoken on the internet.

Among the countries where Portuguese is an official language, Brazil stands out as a formidable emerging 21st-century economic power. With a population of more than 190 million people, it is one of the 10 largest markets in the world.

Students learning Portuguese are often initially attracted by the array of vibrant Lusophone cultures, but the language is also appealing for pragmatic reasons to increasing numbers of business, economics, political science, anthropology, and environmental studies majors. Many students are interested in Latin American Studies or globalization, or are curious about Brazil's rich natural resources and booming technology industry.

Portuguese is an outstanding supplement to any student's education and, for those already fluent in Spanish, represents the chance to take a fast-paced course sequence and be fluent more quickly in multiple languages.

At Washington University, Portuguese classes are marked by the same joyful, positive environment characteristic of many Lusophone cultures. Outside the classroom, students can improve their fluency at cultural events and Lusophone Movie Nights, in addition to choosing from study abroad programs affiliated with the university, either for the summer or for an entire semester.

*Bem-vindos!*

**Contact:** Valéria Souza  
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**Email:** vsouza@wustl.edu  
**Website:** <http://rll.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty (p. 810) page.

## Majors

The Department of Romance Languages and Literatures offers two years of intensive course work in Portuguese and, while there is not yet an official major in this area, students can opt to include Portuguese as one of their three (3) languages of concentration in the pursuit of a Romance languages major. For

more information about this option, please contact: Dr. Valéria M. Souza (vsouza@wustl.edu).

## Minors

The Department of Romance Languages and Literatures offers course work in Portuguese; however, there is not yet a minor in this area.

## Courses

Visit online course listings to view semester offerings for L37 Portug (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L37&crslvl=1:4>).

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### L37 Portug 101 Portuguese I

Introduction to Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L37 Portug 102A Portuguese II

Introduction to Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prerequisite: Portug 101 or permission of instructor.

Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L37 Portug 103 Portuguese for Spanish Speakers I

Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and to promote a more rapid learning of Portuguese. Classes are entirely taught in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Intermediate online placement exam in Spanish is required.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L37 Portug 104 Portuguese for Spanish Speakers II

This course intends to offer a sequence in the learning process initiated in Portug 103. It is a fast-paced class, designated for Spanish speakers with the objective of improving conversational, writing and reading skills. Prerequisite: Portug 103 or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L37 Portug 215 Reading and Conversation I

The goal of this course is to review and enhance the content learned at the basic level. Through culturally relevant readings and related conversational activities, students are expected to enrich their vocabulary, gain fluency, and improve both reading comprehension and writing skills. Prerequisites: two college semesters of Portuguese or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L37 Portug 220 Reading and Conversation II: Intermediate Portuguese

This course is a continuation of Portug 215, therefore an intermediate level in the Portuguese section. Its main goal is to

improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class provides tools to expand vocabulary and promote a cultural understanding of Brazil. Prerequisite: Portug 215 or permission of instructor Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

**L37 Portug 400 Independent Study**  
Credit variable.

## Praxis

The Praxis program provides an exciting opportunity to combine the analytical reading, writing and thinking skills of a liberal arts education with the marketable skills required in the 21st century to take students into career paths of their own design.

**Eligibility Requirements:** The program is designed for students entering their sophomore year. Students must fill out an application for the program (available online (<http://college.artsci.wustl.edu/praxis>)). Students may apply to the program after their first semester freshman year, and applicants are accepted on a rolling basis through the first semester junior year. Students must have maintained at least a 3.0 grade point average in their first semester to be considered eligible.

**Faculty:** The Arts & Sciences faculty, from a wide variety of backgrounds, have helped to develop the program and are eager to teach, monitor and mentor the Praxis students. In addition, leaders in business, nonprofit organizations and government, many of whom discovered the foundation for their success in liberal arts studies, will be lecturers in the signature Praxis courses.

**Focused Workforce Curriculum:** Not only does the Praxis program provide students with the foundation of a liberal arts education, the curriculum is designed specifically to provide students with many additional tools essential for their future in the world of work. Besides the specialized content of a particular field, the student will be acquiring the expertise essential for his or her first job as well as for careers that may not yet exist:

- Analysis of multiple perspectives essential in the increasing globalization of our world
- Critical thinking
- Familiarity with quantitative analysis and methods
- Outstanding writing and speaking skills
- Foreign language literacy and culture
- Team and group work expertise and psychology
- Essential skills in traditional and emerging technology

**Internships:** The Praxis experience culminates in an internship taken normally at the end of the junior year that allows students to synthesize the tools and theories they have learned and use them in the workplace. Locations for internships may include national and international sites.

**Community:** The success of our students is central to our program. The academic advisers, as well as each Praxis faculty member, assist students in tailoring their education to their own interests and goals. In particular, each student's faculty mentor closely monitors the student's progress. The faculty and staff and all the Praxis students form a supportive community that stimulates and encourages the highest standards of excellence in the students' studies and in their chosen careers.

## The Program

**1. Leadership and group experience** (3 units) (fall of sophomore year)

**Required:** Praxis 201 Leaders in Context

**2. Information technology skills** (2 units) (fall of sophomore year)

**Required:** Praxis 207 Fluency in Sociotechnology

**3. Communication skills, both written and oral** (3 units) (spring of sophomore year)

**Required:** Praxis 285 Communication That Works

**4. Analytic and problem-solving requirement** (3 units)

**Required:** Econ 1011 Introduction to Microeconomics

**5. Quantitative skills** (3 units)

**Required:** A course in statistics (select one from below):

| Code        | Title   | Units |
|-------------|---|-------|
| Math 1011   | Introduction to Statistics                              | 3     |
| Math 2200   | Elementary Probability and Statistics                   | 3     |
| Math 3200   | Elementary to Intermediate Statistics and Data Analysis | 3     |
| Pol Sci 363 | Quantitative Political Methodology                      | 3     |
| Psych 300   | Introduction to Psychological Statistics                | 3     |

**6. International perspective or experience** (3 units)

**Required:**

The study of any language through the 300 level

**or**

Study Abroad

**or**

One course in international economics or economic development (must be 300-level or above)

**7. Internship** (3 units)

As the capstone experience of the Praxis program, the internship allows students to put into practice the skills and knowledge learned in the Praxis curriculum. The Praxis internship is conducted with the mentorship of a sponsoring Praxis faculty member and usually occurs by the end of the junior year. Students should contact the Praxis internship coordinator and have a faculty mentor in place before beginning the internship.

It is not possible to fulfill the internship portion of the Praxis program with an internship that occurred before completing the majority of Praxis requirements, and the internship should consist of 135 hours.

Upon completion of the internship, there are two options available for students in order to fulfill the Praxis internship requirement. In conjunction with the approval of the faculty sponsor, the student submits a 10-page paper exploring the relevant issues and questions set by the sponsoring faculty. Depending on the topic, nature of the internship and discretion of the sponsoring faculty, a daily journal may be submitted in lieu of the 10-page paper. For full details as to the requirements for this internship, contact Dean Joy Kiefer ([jkiefer@wustl.edu](mailto:jkiefer@wustl.edu)). Required for completion of the Praxis program.

#### 8. Praxis Seniors Master Class (1 unit)

As a capstone to the Praxis program experience, this course revisits the major themes of the core Praxis courses in order to analyze their meanings in an interdisciplinary way. Students learn and explore the deeper applications of the topics introduced to them in their Praxis course work at a time in which they can reflect about what they have learned in the context of their internship experience.

Interdisciplinary lectures from the Praxis associated faculty in political science, anthropology and psychology will include the topics of organizational culture, leadership, followership, cooperation, communication, decision-making and presentation. This course is a requirement for the seniors enrolled in the Praxis program.

**Contact:** Dean Joy Kiefer  
**Email:** [praxis@wustl.edu](mailto:praxis@wustl.edu)  
**Website:** <http://college.artsci.wustl.edu/praxis>

## Faculty

### Director

**Joy Kiefer** ([http://college.artsci.wustl.edu/joy\\_kiefer](http://college.artsci.wustl.edu/joy_kiefer))  
Associate Dean  
PhD, Washington University  
(College of Arts & Sciences)

### Participating Faculty

**Robert W. Duffy**  
Lecturer  
AB, Washington University

**Suzanne M. Langlois**  
Lecturer  
BSBA, Washington University

### Kimberly Schneider

Lecturer  
MEd, University of Missouri-St. Louis  
JD, Washington University

### Jill Stratton

Associate Dean for Undergraduate Residential Learning  
MS, Indiana University  
PhD, Union Institute & University

## Majors

The Praxis program is not a major program. It is designed for students entering their sophomore year and is available by application only. Students must apply online (<http://college.artsci.wustl.edu/praxis>). First-year students may apply to the program after their first semester, and applicants are accepted on a rolling basis through the first semester junior year.

## Minors

The Praxis program is not a minor program. It is designed for students entering their sophomore year and is available by application only. Students must apply online (<http://college.artsci.wustl.edu/praxis>). First-year students may apply to the program after their first semester, and applicants are accepted on a rolling basis through the first semester junior year.

## Courses

Visit online course listings to view semester offerings for L62 Praxis (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L62&crslvl=1:4>).

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### L62 Praxis 201 Leaders in Context

In this course we explore leadership both theoretically and practically. Focus is on understanding the concept of culture and how the cultural context informs a leader's style and effectiveness. This course also is designed to help students develop insights about leadership practice through readings, discussions, conversations with leaders, and group projects based on fieldwork. Students examine a wide variety of leaders and leadership styles in order to better understand how leaders mobilize followers within the constraints of their particular settings. Students also analyze the creation of institutional identity within organizations and corporate culture and explore effective leadership practices within these settings, as well as analyzing some cross-cultural examples of leadership. This course is limited only to students enrolled in the Praxis program. Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L62 Praxis 207 Fluency in Sociotechnology

This course studies the fundamentals of technology and how that technology is effectively implemented in organizations and affects human interactions and processes. We consider much of Microsoft Office: Excel, Access and PowerPoint and how the presentation of data in these forms affects our decision-making processes and how humans interact using these technologies. We also develop web skills with a close look at how presentation of information and data in general functions or does not function

based simply on how it is presented. This course is limited only to students enrolled in the Praxis program.  
Credit 2 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L62 Praxis 225 Presentation Matters: The Art and Science of Visually Using Technology**

This course seeks to add in-depth sophistication to the functional skills acquired in one of the Praxis core courses, Fluency in Sociotechnology. Through interdisciplinary reading and exercises, the course illustrates to students that not all visual messages are created equal even when they contain the same information. For example, the most commonly used presentation tool, Microsoft PowerPoint, is routinely used in ways that misrepresents the data it is meant to explain. Organizations often create confusing and complicated spreadsheets that produce numerous and costly errors, the very thing the software is meant to eliminate. Furthermore, websites are regularly so difficult to navigate and use they unknowingly hemorrhage profits and customers, the two things the technology is designed to attract. In this course, students learn the social, psychological and organizational implications of using these technologies so they may become more skillful and effective practitioners. This course is limited only to students in the Praxis program. Prerequisite: Praxis 207 Fluency in Sociotechnology.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L62 Praxis 285 Communication That Works**

This course focuses on the communication forms and skills essential to contemporary living and working. Various forms of writing for different audiences and purposes: business letters, memorandums, proposals, reports, press releases, speeches as well as public speaking are practiced and critiqued. The use of technology common in public speaking is practiced and critiqued. The use of technology common in public presentations is expected. Course reading is supplemented with viewing and listening. Final grade is based on combination of quizzes, writing assignments and demonstration of speaking skills. This course is limited only to students enrolled in the Praxis program.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L62 Praxis 286 Entrepreneurship and the Liberal Arts**

It is a little-known truth that more entrepreneurs come out of Arts & Sciences than any other college. This course begins by exploring why this is so, examining in particular the creative and innovative qualities developed in liberal arts that are crucial to the success of the entrepreneur. We then move on to examine entrepreneurs in action, hearing from those in the field and reading of others, learning how the liberal arts proved instrumental in various ways to their development and ultimate success as entrepreneurs.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L62 Praxis 300 Praxis Seniors Master Class**

As a capstone to the Praxis Program experience, this course revisits the major themes of the core Praxis courses in order to analyze their meanings in an interdisciplinary way. Students learn and explore the deeper applications of the topics introduced to them in their Praxis course work at a time in which they can reflect about what they have learned in the context of their internship experience. Interdisciplinary lectures from the Praxis associated faculty in political science, anthropology,

psychology, topics include organizational culture, leadership, followership, cooperation, communication, decision-making and presentation. This course is a requirement for seniors enrolled in the Praxis program.

Credit 1 unit. A&S: SS EN: S

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**L62 Praxis 367 Seminar in Positive Psychology**

Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life-satisfaction, positive self-esteem, creativity, caring relationships, love (passionate and otherwise), empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics, and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisites: Psych 100B, junior or senior standing.

Same as L33 Psych 367

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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## Psychological & Brain Sciences

Psychological & Brain Sciences allows students to examine in depth the study of behavior in the areas of:

- Aging and development
- Biological bases of behavior
- Clinical and abnormal psychology
- Cognition
- Cognitive neuroscience
- Learning and memory
- Personality
- Sensation and perception
- Social interactions

The Department of Psychological & Brain Sciences at Washington University has particular strengths in the areas of:

- Aging
- Behavioral economics
- Human development
- Cognitive neuroscience
- Judgment and decision making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes
- Human emotion

Opportunities for undergraduates include:

- Research involvement with faculty members
- Supervised internships with community service agencies

- Practicum in Applied Behavior Analysis
- Study abroad
- Concentrations within the major
- Senior Honors
- Membership in Psi Chi, the national honor society in psychology

**Contact:** Shelley Kohlman  
**Phone:** 314-935-5169  
**Email:** skohlman@wustl.edu  
**Website:** <https://psychweb.wustl.edu>

## Faculty

### Chair

**Deanna M. Barch** (<http://psychweb.wustl.edu/people/deanna-barch>)  
Gregory B. Couch Professor of Psychiatry  
PhD, University of Illinois at Urbana-Champaign

### Associate Chair

**Jeffrey M. Zacks** (<http://dcl.wustl.edu/%7Ejzacks>)  
Professor  
PhD, Stanford University

### Endowed Professors

**John Baugh** (<http://psychweb.wustl.edu/people/john-baugh>)  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(African and African-American Studies; Anthropology; Education; English)

**Pascal R. Boyer**  
Luce Professor of Collective and Individual Memory  
PhD, University of Paris  
(Anthropology)

**Randy J. Larsen** (<http://psychweb.wustl.edu/larsen>)  
William R. Stuckenberg Professor of Human Values and Moral Development  
PhD, University of Illinois at Urbana-Champaign

**Thomas F. Oltmanns** (<http://psychweb.wustl.edu/oltmanns>)  
Edgar James Swift Professor of Arts & Sciences  
PhD, State University of New York–Stony Brook

**Steven E. Petersen** (<https://neuro.wustl.edu/biographies/steven-petersen-phd>)  
James S. McDonnell Professor of Cognitive Neuroscience  
PhD, California Institute of Technology  
(Neurology and Neurological Surgery)

**Henry L. Roediger III** (<http://psychweb.wustl.edu/roediger>)  
James S. McDonnell Distinguished University Professor  
PhD, Yale University

**Rebecca A. Treiman** (<https://psychweb.wustl.edu/treiman>)  
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PhD, University of Missouri

### Professors

**Richard A. Abrams** (<http://psychweb.wustl.edu/people/richard-abrams>)  
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PhD, Rice University

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PhD, University of Michigan

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PhD, University of Utah

**Desirée A. White** (<http://psychweb.wustl.edu/white>)  
PhD, Washington University

### Endowed Associate Professor

**Joshua Jackson** (<http://psychweb.wustl.edu/jackson>)  
Saul and Louise Rosenzweig Associate Professor of Personality Science  
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### Associate Professors

**Julie M. Bugg**  
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**Janet M. Duchek** (<https://psychweb.wustl.edu/people/janet-duchek>)  
PhD, University of South Carolina

**Denise P. Head** (<http://psychweb.wustl.edu/people/denise-head>)  
PhD, University of Memphis

**Alan J. Lambert** (<http://psychweb.wustl.edu/lambert>)  
PhD, University of Illinois at Urbana-Champaign

**Lori Markson** (<http://psychweb.wustl.edu/markson>)  
PhD, University of Arizona

**Thomas L. Rodebaugh** (<http://psychweb.wustl.edu/rodebaugh>)  
PhD, University of North Carolina at Chapel Hill

## Assistant Professors

**Ryan Bogdan** (<http://psychweb.wustl.edu/people/ryan-bogdan>)  
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**Heike Winterheld** (<https://psychweb.wustl.edu/winterheld>)  
PhD, University of Minnesota

## Affiliated Faculty

**Arpana Agrawal** (<http://psychweb.wustl.edu/agrawal>)  
PhD, Virginia Commonwealth University  
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**Joe Barcroft** (<http://pages.wustl.edu/barcroft>)  
PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

**Cindy Brantmeier** (<http://education.wustl.edu/people/cindy-brantmeier>)  
PhD, Indiana University  
(Education & Applied Linguistics)

**Robert Carney** (<http://www.psychiatry.wustl.edu/c/Faculty/FacultyDetails.aspx?ID=508>)  
PhD, Washington University  
(Psychiatry)

**Robert Cloninger** (<https://psychobiology.wustl.edu/people/cloninger.htm>)  
PhD, University of Gothenburg  
MD, University of Umea  
(Psychiatry)

**Maurizio Corbetta** (<http://www.nil.wustl.edu/labs/corbetta/about.html>)  
MD, University of Pavia  
(Neurology)

**James DuBois**  
PhD, International Academy of Philosophy, Liechtenstein  
(Medicine)

**Hillary Eifenbein** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=helfenbein>)  
PhD, Harvard University  
(Business)

**Kenneth Freedland** (<http://www.psychiatry.wustl.edu/c/Faculty/FacultyDetails.aspx?ID=1730>)  
PhD, University of Hawaii  
(Psychiatry)

**Robert Fucetola** (<http://wuphysicians.wustl.edu/physician2.aspx?Physnum=2526>)  
PhD, Washington University  
(Neurology)

**Jason Hassenstab** (<https://neuro.wustl.edu/biographies/jason-hassenstab-phd>)  
PhD, Fordham University  
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**Andrew Heath** (<http://www.psychiatry.wustl.edu/Faculty/FacultyDetails?ID=56>)  
DPhil, Oxford University  
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**Tamara Hershey** (<http://www.psychiatry.wustl.edu/Faculty/FacultyDetails?ID=568>)  
PhD, Washington University  
(Psychiatry)

**Barry Hong** (<http://psychiatry.wustl.edu/c/faculty/FacultyDetails.aspx?ID=81>)  
PhD, Saint Louis University  
(Psychiatry)

**Brett Hyde** (<http://pages.wustl.edu/bhyde>)  
PhD, Rutgers University  
(Philosophy)

**Brenda Kirchhoff** (<https://psychweb.wustl.edu/kirchhoff>)  
Research Scientist  
PhD, Boston University  
(Psychological & Brain Sciences)

**Patrick Lustman** (<http://psychiatry.wustl.edu/c/faculty/FacultyDetails.aspx?ID=472>)  
PhD, Michigan State University  
(Psychiatry)

**Alvitta Ottley**  
PhD, Tufts University  
(Computer Science and Engineering)

**Jonathan Peelle** (<http://jonathanpeelle.net>)  
PhD, Brandeis University  
(Otolaryngology)

**John Pruett** (<http://psychiatry.wustl.edu/Faculty/FacultyDetails?ID=1151>)  
PhD, Washington University  
(Psychiatry)

**Marcus E. Raichle** (<http://www.nil.wustl.edu/labs/raichle>)  
MD, University of Washington  
(Radiology)

**Eugene Rubin** (<http://psychiatry.wustl.edu/c/faculty/FacultyDetails.aspx?ID=200>)  
MD, PhD, Washington University School of Medicine  
(Psychiatry)

**Lawrence Snyder**  
MD, PhD, University of Rochester  
(Neurobiology)

**David Van Essen** ([http://brainvis.wustl.edu/wiki/index.php/Main\\_Page](http://brainvis.wustl.edu/wiki/index.php/Main_Page))  
PhD, Harvard University  
(Anatomy and Neurobiology)

**James V. Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))  
Marshall S. Snow Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology; International and Area Studies; Education)

**David Wozniak** (<http://psychiatry.wustl.edu/Faculty/FacultyDetails?ID=155>)  
PhD, Washington University  
(Psychiatry)

## Research Professor

**Joel Myerson** (<http://psychweb.wustl.edu/myerson>)  
PhD, Arizona State University

## Lecturers

**Tim Bono** (<http://psychweb.wustl.edu/bono>)  
PhD, Washington University

**Emily Cohen-Shikora**  
PhD, Washington University

**Erin Lawton**  
PhD, Washington University

**John Nestojko**  
PhD, University of California, Los Angeles

**Barbara O'Brien** (<http://psychweb.wustl.edu/obrien>)  
PhD, Loyola University of Chicago

**Heather Rice** (<http://psychweb.wustl.edu/rice>)  
PhD, Duke University

**Robinson Welch** (<http://www.psychiatry.wustl.edu/wifleylab/home/welch>)  
PhD, University of Missouri-Columbia

## Professors Emeriti

**Stanley Finger** (<http://psychweb.wustl.edu/finger>)  
PhD, Indiana University Bloomington

**Larry Jacoby** (<http://psychweb.wustl.edu/jacoby>)  
PhD, Southern Illinois University Carbondale

**Brett Kessler** (<http://psychweb.wustl.edu/kessler>)  
PhD, Stanford University

**Michael Merbaum** (<http://psychweb.wustl.edu/merbaum>)  
PhD, University of North Carolina at Chapel Hill

**Anthony Schuham** (<http://psychweb.wustl.edu/schuham>)  
PhD, Washington University

**Martha Storandt** (<http://psychweb.wustl.edu/storandt>)  
PhD, Washington University

**Robert L. Williams** (<http://psychweb.wustl.edu/williams>)  
PhD, Washington University

## Majors

The Department of Psychological & Brain Sciences (P&BS) offers the following majors:

- Psychological & Brain Sciences (p. 771)
  - Concentrations in Psychological & Brain Sciences (p. 772)
- Cognitive Neuroscience (p. 774)

## The Major in Psychological & Brain Sciences

The field of psychology encompasses a large and diverse area of study that is empirical, theoretical and practical. As the science concerned with the study of behavior, psychology includes such areas as biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; emotion; sensation and perception; the study of social interactions, persuasion and attitudes; aging and development; personality; clinical, abnormal, and health psychology; and leisure and work experiences. Psychology is a multipurpose, valuable discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education and business. In addition, it provides important skills

and knowledge for those who may not be planning additional schooling.

**Total units required:** 34 units, of which at least 25 must be at the 300 level or above.

**Required courses:**

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (numbered 300 and above). Exemption from Psych 100B is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
  - An AP Psychology test score of 5 or IB score of 6 or 7. (*N.B.:* AP or IB earns *exemption* from Psych 100B but no units of credit toward the major.)
- Psych 300 Introduction to Psychological Statistics
  - Math 2200 or Math 3200 or both Marketing Statistics QBA 120 & QBA 121 may substitute for Psych 300 but earn no units of credit toward the major.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

**Core requirements:** At least one course from each of the following five categories:

**Social/Personality:**

| Code      | Title                             | Units |
|-----------|-----------------------------------|-------|
| Psych 315 | Introduction to Social Psychology | 3     |
| Psych 353 | Psychology of Personality         | 3     |

**Abnormal/Affective Psychology:**

| Code       | Title  | Units |
|------------|--|-------|
| Psych 3501 | Psychotherapy: Introduction to Practice and Research | 3     |
| Psych 354  | Abnormal Psychology                                  | 3     |
| Psych 3645 | Understanding Emotions                               | 3     |

**Biological/ Neurological Bases of Behavior:**

| Code       | Title                                  | Units |
|------------|--|-------|
| Psych 330  | Sensation and Perception               | 3     |
| Psych 3401 | Biological Psychology                  | 3     |
| Psych 345  | Genes, Environment, and Human Behavior | 3     |
| Psych 3604 | Cognitive Neuroscience                 | 3     |
| Psych 374  | Drugs, Brain and Behavior              | 3     |

**Behavior and Cognition:**

| Code      | Title                  | Units |
|-----------|------------------------|-------|
| Psych 360 | Cognitive Psychology   | 3     |
| Psych 361 | Psychology of Learning | 3     |

|           |                           |   |
|-----------|---------------------------|---|
| Psych 380 | Human Learning and Memory | 3 |
| Psych 433 | Psychology of Language    | 3 |

**Lifespan Development:**

| Code      | Title                                   | Units |
|-----------|---|-------|
| Psych 321 | Developmental Psychology                | 3     |
| Psych 325 | Psychology of Adolescence               | 3     |
| Psych 326 | Introduction to the Psychology of Aging | 3     |
| Psych 427 | Social Gerontology                      | 3     |

**Elective courses:** An additional 9 units of course work

No more than 6 units from the following categories may be used to satisfy the minimum requirements for the psychological & brain sciences major:

- 100-/200-level classes (other than Psych 100B)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- University College-approved psychology classes
- Cross-listed courses not home-based in Psychological & Brain Sciences
- Transfer classes (students transferring from another college, please refer to the Transfer Credit section below)

**Additional Information**

**Transfer Credit:** If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the psychological & brain sciences department for their applicability toward the major.

**Senior Honors:** The primary goal of the Honors Program in psychological & brain sciences is to provide students who have achieved a superior academic record the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Overall and psychological & brain sciences GPAs  $\geq 3.65$
- Completion of both Psych 300 and Psych 301 (or Psych 3011)
- An approved honors research adviser

**Concentrations in Psychological & Brain Sciences**

To augment the broadly based psychological & brain sciences major, the department offers concentrations for students who wish to engage more intensively with a specific

area within the discipline. The concentrations are meant as an enrichment of the major, but all of the units for the concentrations may be part of the regular P&BS major requirements.

A concentration requires a minimum of 12 units, which include required and elective courses, one of which must be at the 400 level. In addition, to complete a concentration, students will have to undertake an approved research assistantship (Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences), or an approved internship, practicum or honors thesis.

A concentration will be a valuable experience for students planning on graduate study in psychology or related fields, or for those who have a particular interest or want to gain expertise in one of the approved concentrations. Each concentration will have a member of the faculty as the contact person to meet with and advise students in the concentration.

Courses taken for a concentration may be used to fulfill no more than one of the Core categories or distribution requirements of a psychological & brain sciences major. None of the units for a concentration can be counted for any other major or minor (i.e., there is no double counting). For those doing the psychological & brain sciences: cognitive neuroscience major, the cognitive neuroscience concentration is not an option.

### There are six concentrations:

**Cognition in Children** — This concentration allows students to acquire deeper knowledge of cognition and its development in the first few years of life. The courses for the concentration consider child development more generally and then explore in more depth the early development of cognitive, conceptual and social-cognitive abilities. Adviser/coordinator: Professor Lori Markson.

Course work required: Psych 321 Developmental Psychology

Electives (must include two classes, at least one of which is at the 400 level):

| Code       | Title                               | Units |
|------------|-------------------------------------|-------|
| Psych 358  | Language Acquisition                | 3     |
| Psych 4046 | Developmental Neuropsychology       | 3     |
| Psych 4591 | The Development of Social Cognition | 3     |

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Pascal Boyer, Lori Markson, Rebecca Treiman, Desirée White.

**Cognitive Neuroscience** — This concentration allows students to acquire deeper knowledge of the relation between mind and brain. The courses for the concentration consider the neurobiological basis for psychological functions at a more general level, and then explore in greater depth specialized topics relating to how higher cognitive processes, such as

memory, attention, perception and emotion, emerge from brain function. Adviser/coordinator: Professor Todd Braver.

Course work required:

| Code         | Title                            | Units |
|--------------|----------------------------------|-------|
| Psych 3401   | Biological Psychology            | 3     |
| or Psych 344 | Principles of the Nervous System |       |

Electives (must include two classes, at least one of which is at the 400 level):

| Code       | Title   | Units |
|------------|---|-------|
| Psych 3604 | Cognitive Neuroscience  | 3     |
| Psych 374  | Drugs, Brain and Behavior   | 3     |
| Psych 4046 | Developmental Neuropsychology   | 3     |
| Psych 4413 | Advanced Cognitive Neuroscience (Writing Intensive)                         | 3     |
| Psych 4450 | Functional Neuroimaging Methods   | 3     |
| Psych 4745 | Genes, Brain and Behavior: Pathways to Psychopathology                      | 3     |
| Psych 4765 | Inside the Disordered Brain: Biological Bases of the Major Mental Disorders | 3     |
| Psych 488  | The Cognitive Neuroscience of Film  | 3     |

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Deanna Barch, Todd Braver, Ryan Bogdan, Ian Dobbins, Denise Head, Kathleen McDermott, Desirée White, Jeff Zacks.

**Reading, Language and Language Acquisition** — This concentration provides students with a deep and broad knowledge of linguistic development. The courses look in-depth at the development of written and spoken language. Adviser/coordinator: Professor Rebecca Treiman.

Course work required: Ling 170D Introduction to Linguistics

Electives (must include two classes, at least one of which is at the 400 level):

| Code       | Title  | Units |
|------------|--|-------|
| Psych 234  | Introduction to Speech and Hearing Disorders | 3     |
| Psych 358  | Language Acquisition                         | 3     |
| Psych 358W | Language Acquisition (WI)                    | 3     |
| Psych 433  | Psychology of Language                       | 3     |
| Psych 4351 | Reading and Reading Development              | 3     |
| Psych 4352 | Reading and Reading Development WI           | 3     |

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Rebecca Treiman, David Balota, Lori Markson, Mitchell Sommers.

**Lifespan Development** — Many introductory courses in developmental psychology focus on changes that occur from birth to adolescence. The supplemental concentration in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the concentration is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan. Adviser/coordinator: Professor Mitchell Sommers.

Course work required:

| Code      | Title                                   | Units |
|-----------|---|-------|
| Psych 326 | Introduction to the Psychology of Aging | 3     |
| Psych 427 | Social Gerontology                      | 3     |

Electives (must include one of the following courses):

| Code       | Title  | Units |
|------------|--|-------|
| Psych 321  | Developmental Psychology                     | 3     |
| Psych 4301 | Contemporary Topics in Cognitive Development | 3     |

*Research mentorship or internship experience:* Students can complete this aspect of the concentration with *either* a prior approved research mentorship *or* an approved internship related to older adults. Successful completion of a paper is required in either case. Relevant faculty for research mentorship: Mitchell Sommers, David Balota, Brian Carpenter, Sandra Hale, Denise Head, Lori Markson. *Possible internships:* Work in an assisted-living facility or other community-based program designed to assist older adults. Other internships are available; contact Dr. Brian Carpenter for opportunities.

**Experimental Psychopathology** — This concentration allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research has demonstrated the importance of integrating psychological and biological variables in understanding the classification, etiology and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders and eating disorders. Students who pursue this concentration will develop a broadly-based appreciation for conceptual and methodological issues that are central to research in psychopathology. Adviser/coordinator: Professor Deanna Barch.

Course work required: Psych 354 Abnormal Psychology

Electives (must include two classes, at least one of which is at the 400 level):

| Code       | Title                                  | Units |
|------------|--|-------|
| Psych 345  | Genes, Environment, and Human Behavior | 3     |
| Psych 374  | Drugs, Brain and Behavior              | 3     |
| Psych 4541 | Personality and Psychopathology        | 3     |

|            |   |   |
|------------|---|---|
| Psych 4557 | Biopsychosocial Aspects of Eating Disorders and Obesity                     | 3 |
| Psych 4745 | Genes, Brain and Behavior: Pathways to Psychopathology                      | 3 |
| Psych 4765 | Inside the Disordered Brain: Biological Bases of the Major Mental Disorders | 3 |

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Deanna Barch, Ryan Bogdan, Josh Jackson, Tom Oltmanns, Tom Rodebaugh, Renee Thompson, Denise Wilfley.

**Personality and Individual Differences** — This concentration allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality, self) and group differences (e.g., gender) influence behavior, emotion, experience, identity and psychopathology. The core course for the concentration (Psych 353) considers personality more generally. The seminars explore in depth specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences and personality pathology. Adviser/coordinator: Professor Tammy English.

Course work required: Psych 353 Psychology of Personality

Electives (must include two classes, at least one of which is at the 400 level):

| Code       | Title   | Units |
|------------|---|-------|
| Psych 3645 | Understanding Emotions                        | 3     |
| Psych 367  | Positive Psychology: The Science of Happiness | 3     |
| Psych 413  | Contemporary Topics in Social Psychology      | 3     |
| Psych 4541 | Personality and Psychopathology               | 3     |

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Tammy English, Josh Jackson, Randy Larsen, Tom Oltmanns, Michael Strube, Renee Thompson, Heike Winterheld.

## The Major in Cognitive Neuroscience

*How does the brain think?* Cognitive neuroscience refers to the scientific study of the linkage between mental functions and the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes, such as attention, memory, thinking and emotion, in terms of physical principles and biological components. At the same time, it aims to provide an understanding of the psychological constraints on how the

brain functions, computes, and generates behavior. Students who pursue the undergraduate major in psychological & brain sciences: cognitive neuroscience will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. A cognitive neuroscience degree provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education and the law.

**Total units required:** 37 units/12 courses (plus prerequisites).

**Prerequisites Outside of Psychological & Brain Sciences (6 units):**

| Code      | Title                   | Units |
|-----------|-------------------------|-------|
| Math 132  | Calculus II             | 3     |
| Biol 2960 | Principles of Biology I | 4     |

**Note:** Each of these prerequisites has its own prerequisites — Math 132 requires Math 131, and Biol 2960 requires Chem 111A and Chem 112A (concurrently).

**Note:** These are Biology and Pre-Med prerequisites as well and are typically completed in a student's first year. They might alternatively be satisfied through AP or any other already-approved mechanism from the respective department or the college.

**Core Requirements (19 units/6 courses):**

| Code          | Title                                    | Units |
|---------------|--|-------|
| Psych 100B    | Introduction to Psychology               | 3     |
| Psych 300     | Introduction to Psychological Statistics | 3     |
| Psych 301     | Experimental Psychology                  | 4     |
| or Psych 3011 | Experimental Psychology                  |       |
| Psych 3401    | Biological Psychology                    | 3     |
| or Psych 344  | Principles of the Nervous System         |       |
| Psych 360     | Cognitive Psychology                     | 3     |
| Psych 3604    | Cognitive Neuroscience                   | 3     |
| Total Units   |  | 19    |

**Note:** The first three requirements (i.e., Psych 100B, 300, and 301/3011) are the same as those for the regular psychological & brain sciences major.

**Note:** L33 Psych 344 is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not L41 Biol 3411.

Exemption from Psych 100B is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.

- An AP Psychology test score of 5 or IB score of 6 or 7. (*N.B.:* AP or IB earns *exemption* from Psych 100B but no units of credit toward the major.)

Math 2200 or Math 3200 or both Marketing Statistics QBA 120 & QBA 121 may substitute for Psych 300 but earn no units of credit toward the major.

**Additional Biological & Cognitive Distributions (2 courses): One each from A & B:**

**Group A eligible courses:**

| Code      | Title                     | Units |
|-----------|---------------------------|-------|
| Psych 330 | Sensation and Perception  | 3     |
| Psych 361 | Psychology of Learning    | 3     |
| Psych 380 | Human Learning and Memory | 3     |

**Group B eligible courses:**

| Code        | Title                                  | Units |
|-------------|--|-------|
| Biol 3058   | Physiological Control Systems          | 2     |
| Biol 3151   | Endocrinology                          | 3     |
| Physics 350 | Physics of the Brain                   | 3     |
| Psych 345   | Genes, Environment, and Human Behavior | 3     |
| Psych 374   | Drugs, Brain and Behavior              | 3     |

**Computation Requirement (1 course):**

| Code       | Title                                  | Units |
|------------|--|-------|
| CSE 131    | Computer Science I                     | 3     |
| Psych 4175 | Applied Statistical Analysis with R    | 3     |
| Psych 5007 | Statistics and Data Analysis in MATLAB | 2     |

Or, with prior approval, another course involving a significant computational/programming component.

**Capstone/Depth requirement (9 units/3 courses): One each from A, B, C:**

(**Note:** None of these can be used to also fulfill any of the other requirements — i.e., no double counting.)

**Group A eligible courses:**

| Code       | Title   | Units |
|------------|---|-------|
| Psych 4046 | Developmental Neuropsychology   | 3     |
| Psych 4182 | Perception, Thought and Action  | 3     |
| Psych 4413 | Advanced Cognitive Neuroscience (Writing Intensive)                         | 3     |
| Psych 4450 | Functional Neuroimaging Methods   | 3     |
| Psych 4745 | Genes, Brain and Behavior: Pathways to Psychopathology                      | 3     |
| Psych 4765 | Inside the Disordered Brain: Biological Bases of the Major Mental Disorders | 3     |

Psych 488 The Cognitive Neuroscience of Film 3

or an appropriate 400-level course from outside the department (with prior approval), e.g.:

| Code      | Title                                       | Units |
|-----------|---|-------|
| Biol 4030 | Biological Clocks                           | 3     |
| Biol 404  | Laboratory of Neurophysiology               | 4     |
| Biol 4580 | Principles of Human Anatomy and Development | 3     |
| Phil 4212 | Philosophy of Neuroscience                  | 3     |

**Group B eligible courses in capstone research/writing intensive experience:**

| Code       | Title   | Units |
|------------|---|-------|
| Psych 4046 | Developmental Neuropsychology                                   | 3     |
| Psych 4413 | Advanced Cognitive Neuroscience (Writing Intensive)             | 3     |
| Psych 444B | Independent Study for the Major in P&BS: Cognitive Neuroscience | 3     |
| Psych 498  | Study for Honors  | 3     |

**Group C eligible courses:** An additional 3 units from group A or group B or, by prior approval: MBB 300, Psych 333, or Psych 498/Psych 499.

**Acceptance into the Psychological & Brain Sciences: Cognitive Neuroscience Major**

Acceptance to the major is contingent on an application and then approval by the major committee. As part of this application, the student will meet with an appropriate adviser who will carefully review the requirements and oversee the student's progress. A brief one-page statement from the student on why they feel that the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the cognitive neuroscience major no sooner than in their third semester (sophomore year). Decisions are based upon the student's statement, academic record, and interview with the major adviser.

## Minors

### The Minor in Psychological & Brain Sciences

**Units required:** 15

**Required course:** Psych 100B Introduction to Psychology

**Elective courses:**

Four additional courses (i.e., a minimum of 12 units of additional course work) in Psychological & Brain Sciences, all of which must be at the 300 level or above.

## Additional Information

No more than 3 units of an approved cross-listed course originating outside the Department of Psychological & Brain Sciences, an approved psychology course taken in University College, an approved psychology course taken at another university, or an independent study-type course (e.g., Psych 333) may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based Psychological & Brain Sciences courses at Washington University.)

For those who have a broad or general interest in psychological and brain sciences, we recommend taking several courses from the five core areas (i.e., Social/Personality; Abnormal/Affective Psychology; Biological/Neurological Bases of Behavior; Behavior and Cognition; and Lifespan Development).

For those students who want to concentrate in a more specialized area, courses can reflect such specialization. For example, a student interested in the helping professions or counseling may wish to select from such courses as Psych 353 Psychology of Personality, Psych 354 Abnormal Psychology, Psych 361 Psychology of Learning, and Psych 321 Developmental Psychology. A student wishing to pursue a specialization in experimental psychology/neuroscientific bases of behavior might select from such classes as Psych 3401 Biological Psychology, Psych 361 Psychology of Learning, Psych 330 Sensation and Perception, Psych 360 Cognitive Psychology, and Psych 3604 Cognitive Neuroscience, and consider doing Independent Study (Psych 333).

## Courses

Visit online course listings to view semester offerings for L33 Psych (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L33&crslvl=1:4>).

### L33 Psych 100B Introduction to Psychology

A survey and analysis of concepts, theory and research covering the areas of learning, memory, social, abnormal, clinical, physiological and sensory psychology. This is a general survey course designed to introduce students to the diversity of areas, approaches and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Open to freshmen. Note: For freshmen with AP/IB exemption, and freshmen and sophomores concurrently enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar format, refer to the companion course, Psych 102 Seminar: Introduction to Psychology.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

### L33 Psych 102 Seminar: Introduction to Psychology

This seminar will enable students enrolled in Introduction to Psychology (Psych 100B) to explore in greater depth several of the ideas and concepts in contemporary psychology. Open to freshmen and sophomores who are concurrently enrolled in Psych 100B, and freshmen with AP/IB exemption. Sections are limited to 15 students.

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Credit 1 unit. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L33 Psych 105 Psychology of Young Adulthood: College Years**

This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues confronting young adults during their college years. Material will be drawn mainly from the field of psychology, and the emphasis will be on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development, and a more rewarding social and academic experience over the course of college and beyond. This 1-unit course is only open to first-semester freshmen. Credit/No Credit only.

Credit 1 unit.

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**L33 Psych 106 The Science of Effective Study Strategies**

You have now spent at least 12 years in school, studying for exams and/or tests (for most of you, that's most of your lifetime). What can current research tell us about how well we study, whether we make efficient study decisions, and whether our study strategies are effective? This course offers an overview of current research from cognitive and educational psychology on effective study strategies. Throughout this course, students are encouraged to develop their understanding of scientific research and evaluate evidence supporting study strategies. Prerequisite: open only to freshmen and sophomores. Credit/no credit only.

Credit 1 unit. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 107 The Science of #Slaying It! in College**

You have spent the last 12 or so years "slaying it" as a student. You likely have developed lots of effective strategies for succeeding in school. Recently, our understanding of what those successful strategies are has greatly expanded. But, how do we know what skills are particularly helpful to do well academically? From psychological research! In this class students will learn about the psychological research that has illuminated which strategies are most helpful when studying, when in the classroom, and when asking for help. We will focus on how to most effectively study but will discuss other strategies as well. Students will also be asked to apply these skills in the other classes that they're taking this semester, with the hope that they develop and refine the skills they already have and continue slaying it as a student. Prerequisite: open only to freshmen and sophomores. Permission of instructor required. Credit/No Credit option only.

Credit 1 unit.

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**L33 Psych 109 Research Seminar in Psychology**

Weekly presentations by various members of the psychology faculty; introduces students to research areas and current issues. Attendance at all lectures required. Open to freshmen and sophomores only. Prerequisite: Psych 100B. Credit/no credit only.

Credit 1 unit. A&S: SS A&S IQ: SSC Art: SSC

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**L33 Psych 111 Mindfulness: Science and Practice**

Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, both through

the teaching of mindfulness skills through a set of easy-to-learn practices and exercises, and through a survey of empirical research regarding mindfulness effects on cognition, emotion, brain function and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness. Open to freshmen only.

Credit 1 unit.

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**L33 Psych 212 Study Abroad: Experiences in Psychology**

Prerequisite: enrollment in an approved Psychology study abroad program and prior permission of the director of undergraduate studies. Credit to be arranged. Credit/No Credit only.

Credit variable, maximum 3 units.

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**L33 Psych 219 The Infant Mind**

What goes on inside the mind of an infant? Descartes argued that the infant was entirely bound by sensation; thus, to think like a baby was to not think at all. Over the past few decades, however, research has revealed that the mind of the infant is abuzz with activity, capable of quickly learning astonishing amounts of information in a relatively short time. In this course we explore different topics concerning the inner workings of the infant mind. We cover topics such as imagination, language, memory, emotions and morality. This course is open to students from all majors, but Psych 100B is highly recommended.

Enrollment is restricted to 24 sophomores or by permission of the instructor.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 221 Freshman Seminar: Introduction to Memory Studies**

This course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L33 Psych 225 Internship in Psychology**

An opportunity to gain supervised, applied experience in a nonacademic, community service agency. For a description of prerequisites, goals, agency selection, registration policies and course requirements, obtain a copy of *A Guide to Internships in Psychology* available outside room 221 and room 419A, Psychology Building. In addition to work at their internship site, students are required to meet regularly with the internship coordinator. This course can be taken only once. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course. Permission of instructor required. Credit/No Credit option only.

Credit 3 units.

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**L33 Psych 234 Introduction to Speech and Hearing Disorders**

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. Same as L12 Educ 234  
Credit 3 units. BU: BA EN: S

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**L33 Psych 235 Practicum in Applied Behavior Analysis: Autism Spectrum Disorder**

An opportunity to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. Training and supervision are arranged and coordinated by the family of the child and their consultant. To receive credit, students must undertake a year's work with the child, complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, students must meet with the practicum coordinator for discussion of assigned readings and presentations on autism and therapy. Completion of a paper also is required. For further information and petition form, pick up the Practicum brochure from the department. This course can be taken only once for credit. Credit/no credit only. Enrollment through the practicum coordinator only. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course.  
Credit 3 units.

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**L33 Psych 246 Mindfulness in Psychology and Eastern Philosophies: Sophomore Seminar**

This course is intended to explore the connection between psychology and Eastern philosophies, including aspects of Buddhism, mindfulness, Zen meditation and yogic traditions.  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L33 Psych 300 Introduction to Psychological Statistics**

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. Prerequisite: Psych 100B.  
Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

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**L33 Psych 301 Experimental Psychology**

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared psychology majors will have priority. Limited to 15 students per section. Prerequisites: Psych 100B and Psych 300.  
Credit 4 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

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**L33 Psych 3011 Experimental Psychology**

Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psychology 300. Psych 3011 fulfills the Psych 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of their own design under supervision of a faculty member. Enrollment limited to 15 students. Declared psychology majors will have priority. Prerequisites: Psych 100B and concurrent enrollment in Psych 300.  
Credit 4 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: BA

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**L33 Psych 304 Educational Psychology**

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester.  
Same as L12 Educ 304  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L33 Psych 305 Health Psychology**

Review and discussion of psychobiological approaches to health, as well as psychological aspects of physical illness. Topics: stress and coping, psychosocial factors in the etiology and progression of chronic illness, and psychological sequelae of chronic illness. There will be an emphasis on research methodology and results. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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**L33 Psych 3091 Lesbian, Gay, Bisexual Identity Development**

Examination of sexual orientation and identity. Topics: historical perspectives, gender socialization, identity formation across the life span, cultural prejudices, the liberation movement, and recent legal changes affecting stigmatized minorities. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA

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**L33 Psych 314 Behavior Modification and Self-Management**

Provides an overview of behavior modification and its applications for behavior change in various personal and social contexts. An important focus is on how behavioral tools can be used to enhance the personal change process leading to

effective self-improvement. Prerequisite: Psych 100B. Enrollment limited to 15.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L33 Psych 315 Introduction to Social Psychology**

Introduction to the scientific study of individual behavior in a social context. Topics: person perception; stereotyping and prejudice; attitudes; memory; and political psychology, among other issues. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L33 Psych 3195 Abnormal Child Psychology**

This course familiarizes students with current perspectives on the nature, causes, assessment, treatment and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings are discussed pertaining to anxiety, depression, conduct disorder, attention deficit/hyperactivity disorder, autism, learning impairments and parent-child conflict. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L33 Psych 321 Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA

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**L33 Psych 3211 Music Cognition**

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Same as L27 Music 3221

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU:  
HUM

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**L33 Psych 323 Play and Development**

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We will also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 (Developmental Psychology) or Educ 304 (Educational Psychology).

Same as L12 Educ 337

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L33 Psych 3242 Introduction to African-American Psychology**

This course provides an introduction to the experiences of African Americans from a psychological perspective. Throughout the course, we will consider a range of theoretical

and methodological approaches that scholars have developed to conceptualize the thoughts, styles and behaviors of African Americans. The course begins with an overview of these theories, methodologies and frameworks. The second part of the course is devoted to exploring psychological research around pertinent topics in the field such as racism and discrimination, gender, achievement and schooling, kinship and family, racial identity, religion and spirituality, and mental health. Finally, we conclude the course with discussions of current topics, controversies, and recent advances in African-American psychology. Prerequisite: Intro to Africana Studies.

Same as L90 AFAS 3242

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L33 Psych 325 Psychology of Adolescence**

A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA

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**L33 Psych 326 Introduction to the Psychology of Aging**

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory and creativity are studied to understand the capacities and potentials of the mature and older person. Limited to 20 students. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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**L33 Psych 330 Sensation and Perception**

What's involved in seeing and hearing? This course covers perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions are used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA, SCI

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**L33 Psych 333 Independent Study in Psychological and Brain Sciences**

Prerequisites: Psych 100B and permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. Credit to be arranged. A maximum of 6 units may be applied toward the major. The electronic Petition for Supervision of Independent Study form is available online (<http://eyes.wustl.edu/psych333>). Students will be enrolled only after their form is approved by the faculty supervisor and forwarded to the undergraduate coordinator. Credit/ No Credit only.

Credit variable, maximum 3 units.

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**L33 Psych 3401 Biological Psychology**

An introduction to biological mechanisms underlying behavior. Topics include the physiology of nerve cells; anatomy of the nervous system; control of sensory and motor activity,

arousal and sleep; motivation; and higher mental processes.  
Prerequisite: Psych 100B.  
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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### L33 Psych 344 Principles of the Nervous System

The basic anatomical, physiological and chemical organization of the nervous system; how nerve cells communicate with each other, the ionic basis of nerve signals, the function and properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisite: Biol 2960, Biol 2970 recommended, Biol 3058 recommended or Psych 3401 and permission of instructor.  
Same as L41 Biol 3411  
Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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### L33 Psych 345 Genes, Environment, and Human Behavior

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g., personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g., what is identity-by-descent) as well as application (e.g., calculate heritability, interpretation of results from published studies). Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L33 Psych 347 Environmental Psychology

Explores relations between people and their physical and social environments. Topics include interactions between human behavior and toxins, habitat destruction/species extinction, exhaustion of fossil fuels, and climate change as well as environmental contributors to psychopathology. The course examines the influence of space on human behavior and the design of homes, work areas, educational settings, and urban environments. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 3501 Psychotherapy: Introduction to Practice and Research

This is an introductory course in psychotherapy: The treatment of psychological problems through the application of interventions grounded in psychological theory and focusing on behavior or mental processes. Students become familiar with the more popular schools of psychotherapy, including their historical context, characteristic techniques, theoretical underpinnings and current research support. Students also gain an appreciation of the problems and solutions in researching psychotherapy, as well as emerging variations on psychotherapy procedures. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 353 Psychology of Personality

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures and findings of personality assessment and personality research. Discussion of critical

issues in evaluation of personality theories. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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### L33 Psych 354 Abnormal Psychology

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course includes definitions, theories and classifications of abnormal behavior. Content focuses on symptoms, classification, prevalence, etiology and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use and personality disorders. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L33 Psych 356 Introduction to Forensic Psychology

This course is an introduction to the interaction between psychology and the legal system. The contribution of psychology to such legal areas as family law, juvenile delinquency, criminal cases, law enforcement and correctional psychology is surveyed. Topics covered include domestic violence, child abuse, personal injury, eyewitness testimony, insanity, sex offenders and psychopaths. Legal standards regarding insanity, civil commitment and expert testimony are reviewed. We also focus on the emerging contributions of neuroscience to the field of forensic psychology. Prerequisite: Psych 100B.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L33 Psych 357 Introduction to Clinical Psychology

A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisites: Psych 100B and either Psych 353 or Psych 354.  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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### L33 Psych 358 Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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### L33 Psych 358W Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D and junior or senior standing. Writing-intensive.  
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

**L33 Psych 360 Cognitive Psychology**

Introduction to the study of thought processing from an information-processing approach. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making and problem solving. Prerequisite: Psych 100B. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

**L33 Psych 360A Cognitive Neuroscience**

A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language and executive control. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L33 Psych 361 Psychology of Learning**

Basic learning processes in animals, such as conditioning, reinforcement, punishment and constraints on learning. Comparisons and interactions between classical and operant conditioning. Consideration given to learning theorists and theories, along with applications from the laboratory to the "real world." Prerequisite: Psych 100B.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

**L33 Psych 361A Psychology of Learning: Laboratory**

This laboratory course is a supplement to the Psych 361 Psychology of Learning class. Students gain firsthand experience, via a virtual rat, of principles and procedures related to the acquisition and maintenance of behavior. Weekly lab meetings introduce Pavlovian and operant principles, which are then implemented as laboratory exercises with the virtual rat. Concurrent enrollment in Psych 361 required.

Credit 1 unit. A&S: NS A&S IQ: NSM

**L33 Psych 3645 Understanding Emotions**

Emotions shape and are shaped by our subjective experiences, physiology, behaviors, cognitions, social interactions and health. Their complexity and significance make the study of emotions particularly exciting and challenging. This course offers an overview of theory and research on emotions with content stretching across psychological disciplines, including personality, social, clinical, developmental and neuropsychology. Course content includes definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course also examines how culture, cognitions and relationships shape and are shaped by emotions and how emotions are related to physical and mental health. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

**L33 Psych 366 Psychology of Creativity**

This course is an introduction to the psychological study of art and creativity. Our topics include the artist, the audience, the artistic product, the creative process, and social, cultural, and institutional influences on the creative process. We will explore these issues by considering a range of creative fields, including painting, literature, music and theater performance. Throughout the semester, we will take a developmental perspective on psychology and art. How do children learn to create, perceive

and understand different art forms? What role can the arts play in education? To ground our study of the psychology of art, we will explore what "art" is, which members of society are labeled "artists," and how these categories are socially and culturally defined. Prerequisites: Educ 304 Educational Psychology or Psych 325 Adolescent Psychology or Psych 321 Developmental Psychology.

Same as L12 Educ 366

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

**L33 Psych 367 Positive Psychology: The Science of Happiness**

Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life-satisfaction, positive self-esteem, creativity, caring relationships, love (passionate and otherwise), empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics, and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisites: Psych 100B, junior or senior standing.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

**L33 Psych 374 Drugs, Brain and Behavior**

This course reviews information pertaining both to medications used to treat psychiatric disorders and to psychoactive drugs of abuse. By learning principles of pharmacology and mechanisms of action of these agents, students develop an enhanced knowledge of the brain mechanisms underlying abnormal human behavior. Prerequisites: Psych 100B and one of the following: Psych 354 or Psych 3401 or Psych 344.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

**L33 Psych 380 Human Learning and Memory**

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: BA

**L33 Psych 399 Living, Dying and Death: A Biopsychosocial Approach to Understanding the End of Life**

This survey course examines dying and death from biological, psychological and social perspectives. Topics include theoretical and research approaches to studying dying and death; historical and cross-cultural attitudes; psychological understanding and coping with death over the life span; the process of dying and definitions of death; health care professionals and treatment approaches for the dying; assisted death and other ethical/legal issues, grief and bereavement, mass tragedy and public death, and planning for death. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**L33 Psych 4046 Developmental Neuropsychology**

Development of the brain and associated changes in cognitive abilities are discussed, with an emphasis on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Discussion focuses on early development and disorders affecting the brain such as cerebral palsy, sickle cell disease and autism. Prerequisite: Psych 321, Psych 360, Psych 3604 or Psych 3401.

Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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**L33 Psych 4075 Advanced Research Methods & Design**

This course is an advanced foray into research design and methods used in psychological science. This course is project-based, writing-intensive, and will be supplemented heavily with readings and discussions of topics of broad importance to psychological research (e.g., reliability, validity, signal detection theory, philosophy of science). These readings will enhance students' abilities to think critically about psychological research design and methods, as both a consumer and creator of psychological research. During the course of the semester they will complete two original research projects (e.g., an observation study and an experimental study). Together with their classmates they will devise research questions, design studies to test their research questions, collect data, and statistically analyze their results. Individually, students will write-up, and then revise, each research project in an APA-style paper. The writing requirements for this course build on the skills students acquired in Experimental Psychology and will further their abilities to communicate scientific ideas more skillfully, clearly and accurately. Prerequisite: L33 Psych 301 or 3011. Credit 3 units. A&S IQ: NSM, WI

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**L33 Psych 413 Contemporary Topics in Social Psychology**

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L33 Psych 4135 Human Behavior in Extreme Situations**

This course familiarizes students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources (a) literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. Prerequisites: junior or senior standing and 6 hours of advanced, home-based psychology course work. Enrollment limited to 17. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 4175 Applied Statistical Analysis with R**

This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but also to learn how to arrange the dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students gain practical knowledge of how to use statistics in research. Prerequisites: Psych 300, or Math 2200 or Math 3200, or other approved university statistics course; or graduate standing in psychology, or graduate standing in another department by permission. Credit 3 units.

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**L33 Psych 4182 Perception, Thought and Action**

This course focuses on current topics in visual perception, visual attention, eye movements and sensory-motor behavior. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Prerequisite: previous course work in cognitive psychology, experimental psychology or perception. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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**L33 Psych 4227 The Psychology of Close Relationships**

This course examines close relationships from a scientific perspective. The course focuses on intimate relationships but also touches on friendships and family relationships. The objective of this course is to introduce students to the scientific perspective of close relationships. Students learn how research psychologists apply the scientific method of data collection and analysis to investigate how people experience and think about relationships. We explore questions such as: Why are people attracted to some people but not others? How do relationships develop over time? How does each person's personality influence the trajectory of a relationship? How do external factors (e.g., social norms, stress, life events) influence relationships? How do gender and sexual orientation influence people's experiences in romantic relationships? Prerequisites: Psych 100B and Psych 301. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 427 Social Gerontology**

This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisites: junior or senior standing and completion of 6 advanced units in Psych. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L33 Psych 4301 Contemporary Topics in Cognitive Development**

Cognitive Developmental topics include: Piagetian abilities (e.g., conservation, formal reasoning), basic cognitive abilities (e.g., processing speed), executive functions (e.g., working memory), and other current topics (e.g., processing facial stimuli). Prerequisite: Psych 321 or 360. Credit 3 units. A&S: SS, WI

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**L33 Psych 4302 Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes are explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status; 9 units in psychology and Psych 100B or junior/senior status; 9 units in Education and Psych 100B. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 4305 Psychological Science: Fact and Fiction**

Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. Prerequisite: junior or senior standing and completion of 6 advanced units in psychology. Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Arch: HUM Art: SSC EN: S

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**L33 Psych 433 Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L33 Psych 4351 Reading and Reading Development**

This seminar surveys current research on reading and spelling skills and their development. Students read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: permission of instructor and previous course work in experimental psychology or psychology of language. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 4352 Reading and Reading Development WI**

This writing-intensive seminar surveys current research on reading and spelling skills and their development. Students read and discuss articles and chapters that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: Psych 100B and Ling 170D and junior or senior standing. Credit 3 units. A&S: SS, WI A&S IQ: SD, WI EN: S

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**L33 Psych 4361 Psychological Perspectives on the Self**

Historical and contemporary theories related to the self in social psychology. Emphasis on contemporary research and a focus on the self as a construct central to understanding important social phenomena. Topics include definitions and measurement of the self; motivational implications of the self for impression management, ability appraisal, self-regulation and social inference. Prerequisites: Psych 100B and Psych 315. Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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**L33 Psych 4408 Trauma and Memory**

A thorough investigation of the effects of trauma on memory in both individuals and collective groups. Topics include flashbulb memories; forgetting and repression; post-traumatic stress and memory; and effects of trauma on individual and group identity. Prerequisites: Psych 100B and 6 units of advanced-level psychology or anthropology course work. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L33 Psych 4413 Advanced Cognitive Neuroscience (Writing Intensive)**

An intensive, case-study-based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students develop critical thinking and writing skills via a strong class participation component and a writing-intensive format. Topics include perception, attention, memory, language, emotion and executive control. Writing Intensive. Declared psychology majors are given priority over others to enroll. Prerequisites: Psych 100B and either Psych 3401 or Psych 344/Biol 3411 or Psych 3604. Credit 3 units. A&S: NS, WI A&S IQ: NSM, WI Art: NSM

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**L33 Psych 444A Independent Study for a Supplemental Concentration**

Prerequisite: acceptance into a supplemental concentration in Psychological & Brain Sciences (only for students who matriculated prior to 2016). Written permission (Petition for Supervision of Psych 444A) of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work is also required. In addition to the approved research for the supplemental concentration, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444A forms are available in the Psychology Building, room 207B. Students will be enrolled only after they have completed both the Petition for a Supplemental Concentration in P&BS and the Petition for Supervision of P&BS 444A, and returned them to the undergraduate coordinator in Psychology 207B. Open only to P&BS majors, and by approval. Credit 3 units.

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**L33 Psych 444B Independent Study for the Major in P&BS: Cognitive Neuroscience**

Prerequisites: acceptance into the P&BS cognitive neuroscience major. Permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. In addition to the approved research in the area of cognitive neuroscience, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444B forms are available in the Psychology Building, room 207B. Students will be enrolled only after they have completed the petition and returned it to the undergraduate coordinator in Psychology 207B. Credit 3 units. A&S IQ: SSC EN: S

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**L33 Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences**

Prerequisites: acceptance into a concentration in Psychological & Brain Sciences (only for students who matriculate Summer 2016 and later). Written permission (Petition for Supervision of P&BS 444C) of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work is also required. In addition to the approved research for the concentration, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444C forms are available in the Psychology Building, room 207B. Students will be enrolled only after they have completed both the Petition for a Concentration in P&BS

and the Petition for Supervision of P&BS 444C, and returned them to the undergraduate coordinator in 207B. Open only to P&BS majors and by approval.  
Credit 3 units.

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### L33 Psych 4450 Functional Neuroimaging Methods

This course is intended for students wishing to become sophisticated producers or consumers of functional neuroimaging data. Emphasis will be on extracting the most information from neuroimaging techniques toward the goal of answering psychologically motivated questions. A number of issues relating to neuroimaging methodology will be covered, including technical principles, acquisition options, potential sources of artifact, experimental design, software tools, and analytical techniques. Class approach will be hands-on, with students gaining experience in actually acquiring and working with neuroimaging data. Prerequisites: Permission of instructor required.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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### L33 Psych 4535 Personality Judgment: How We Perceive Ourselves and Others

This course examines how we form judgments of people's personalities. The central question is the accuracy of personality judgments. The readings examine theory and research concerning this topic, and class discussion focuses on critical evaluations of the readings and generation of new research questions. This course examines personality judgment from a scientific perspective and addresses such questions as: How should accuracy be measured? What do you have to know about a person to judge their personality accurately? Does accuracy increase with greater acquaintance? Who makes a good judge of personality? How well do relationship partners know each others' personalities? How is judging our own personality similar to or different from judging others' personalities? How accurate are our perceptions of our own personality? How can the accuracy of personality judgment be improved? Prerequisites: at least 6 units of home-based psychology courses and Psych 353.

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 4541 Personality and Psychopathology

This course is an advanced seminar in the study of personality disorders. It covers a range of conceptual and methodological issues involved in scientific efforts to understand ways in which pathological personality features disrupt people's lives. Students learn about the similarities and distinctions between normal and pathological features of personality as well as the role that personality may play with regard to the causes and treatment of other kinds of mental disorder. A laboratory component of the class focuses on the development of practical skills in conducting research interviews designed to elicit information about personality and social adjustment. Prerequisites: Psych 354, junior or senior standing, and permission of the instructor.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L33 Psych 4555 Emotion Regulation

The purpose of this course is to provide an introduction to the field of emotion regulation. We will discuss theoretical and empirical work on emotion regulation from various areas of psychology, including social, personality, developmental, clinical and neuroscience. Example topics include definitional issues, goals and strategies, personal and interpersonal consequences, sociocultural influences, lifespan development, health and psychopathology. Prerequisite: Psych 301.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L33 Psych 4557 Biopsychosocial Aspects of Eating Disorders and Obesity

The aim of this seminar course is to examine the epidemiology, etiology, prevention and treatment of body image, eating disorders and obesity. An emphasis is placed on understanding the characteristic symptoms of excessive dieting, body image disturbance and binge eating, not only as formal psychiatric syndromes but as a representation of dysregulatory processes reflecting social-cultural, psychological and biological disturbances. Students also learn about the clinical characteristics, medical sequelae and physical aspects of eating disorders and obesity. Prerequisites: Psych 100B and junior/senior standing plus 6 units of advanced home-based psychology.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L33 Psych 4591 The Development of Social Cognition

This course explores what is known about the development of social cognition. Our starting point is infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners and learning from those around us. We consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we cover one topic and a related set of readings. Class meetings are devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion and give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or Psych 321 or Psych 360.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L33 Psych 4592 Development of Social Cognition (Writing Intensive)

This course will explore what is known about the development of social cognition, with a focus on infants' and children's reasoning about others' actions and minds. We will begin by framing the critical issues in social cognitive development, with a focus on attachment in infancy and the human propensity to connect with others. We will then consider contemporary research concerning infants' ability to navigate the social world, for example, identifying social partners and learning from others. We will also look at what happens when the human capacity to reason about others breaks down, as with autism. Further topics will include children's reasoning about social groups, development of bias and prejudice, various aspects of morality, and social exclusion and bullying. Each week we will cover a topic that includes a set of readings, for which you will write a brief response paper. Class time will be devoted to active discussion of these readings, with lectures to set the stage for discussion. Writing Intensive. Prerequisites: Psych 100B, and either Psych 315, 321, or 360

Credit 3 units. A&S IQ: SSC, WI EN: S

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### L33 Psych 461 Seminar in Selected Topics in Learning & Memory: Collective Memory

This course provides an overview and analysis of phenomena of people remembering as part of a group — one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how

to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Clinton supporters on events in the U.S.). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory. Prerequisites: Psych 100B and a course on human memory or permission of the instructor.  
Credit 3 units.

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### L33 Psych 4615 The Science of Paying Attention

What processes underlie humans' ability to "pay" attention? This course will introduce students to theories of attention and cognitive control. Students will develop an understanding of empirical approaches to studying the control of attention, and examine factors that facilitate and impair humans' ability to pay attention. A final section will examine attention and cognitive control challenges that accompany aging and select psychological disorders such as ADHD, and applications of attention and cognitive control research to the classroom, driving, and other contexts. Prerequisites: Psych 100B and Psych 301.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L33 Psych 462 Psychology of Memory and Cognition

This course will explore the core readings that have shaped the way scientists tackle fundamental aspects of memory and cognition. These include cognitive methods, pattern recognition, attention, working memory, episodic memory, semantic memory, language acquisition and comprehension, decision making, problem solving, and expertise. Each week we will explore at least three "classic" readings on a given topic along with some more recent papers. The goal is to expose students to this foundational literature, and develop a better understanding of the zeitgeist that set the stage for these papers to change how researchers tackled specific problems. Prerequisite: Psych 360 or Psych 380.  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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### L33 Psych 4625 Autobiographical Memory

This course investigates how people create and remember their personal life histories, with an emphasis on empirical studies within the cognitive tradition. Possible topics include childhood amnesia, false memories, emotional memories, the role of motivation in remembering, and how personal events are represented in memory. Prerequisite: Psych 360 or Psych 301 or Psych 380.  
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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### L33 Psych 4647 Ancient Madness

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: The history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.  
Same as L08 Classics 4647

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L33 Psych 4651 History and Modern Systems of Psychology

An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisites: Psych 100B, junior or senior standing and 6 units of advanced home-based Psychology courses.  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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### L33 Psych 4702 Current Debates in Psychology

In this seminar we debate issues of current controversy in psychology. Topics range from perception (Can subliminal messages affect behavior?) to development (Do children in daycare develop differently than children cared for at home?) to mental illness (Is road rage a real psychological illness?). Discussions are based on readings of primary research and review articles, and are augmented by written assignments. Prerequisite: completion of 6 units of advanced home-based psychology courses.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 4745 Genes, Brain and Behavior: Pathways to Psychopathology

This seminar introduces students to emerging methods and recent empirical literature evaluating links between genes, brain and behavior, that is beginning to illuminate specific biological pathways shaping risk for and the emergence of psychopathology. In particular, the course focuses on the design, analysis and interpretation of multimodal research (e.g., fMRI, PET, EEG, pharmacology, molecular genetics, environmental assessment/manipulation) examining the biological underpinnings of behavioral traits relevant to psychopathology. Seminar readings are primary journal articles, reviews and book chapters. Prerequisite: Psych 3401 (or equivalent).  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 4746 Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior

This seminar will introduce students to methods and recent empirical literature evaluating links between genes, brain and behavior. This research is beginning to illuminate specific biological pathways shaping risk for psychopathology. In particular, the course focuses on the design, analysis and interpretation of multimodal research (e.g., fMRI, PET, EEG, pharmacology, molecular genetics, environmental assessment/manipulation) examining the biological underpinnings of behavior relevant to psychopathology. Primary journal articles, reviews, and book chapters are the readings for this seminar. Prerequisites: Psych 100B and Psych 345 or Psych 3401 or Biol 2970.  
Credit 3 units. A&S: NS A&S IQ: NSM Arch: SSC Art: SSC

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### L33 Psych 4765 Inside the Disordered Brain: Biological Bases of the Major Mental Disorders

How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students

with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional and cognitive worlds, and how disorder within these circuits leads to a broad range of psychopathology including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy and violence. Prerequisites: Psych 100B and Biological Psychology (Psych 3401). Same as L64 PNP 4765. Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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### L33 Psych 488 The Cognitive Neuroscience of Film

To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or Psych 3604 or Psych 4604, or graduate standing in Psychology.

Credit 3 units. A&S: NS A&S IQ: NSM

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### L33 Psych 4891 The Science and Politics of Testing in the United States

Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture-e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements. The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit.

Same as L12 Educ 4891

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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### L33 Psych 494 Behavioral Psychology Readings Group

This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism and neuroscience, and the natural lines of fracture, are examined. Prerequisite: permission of instructor.

Credit 1 unit. A&S: SS A&S IQ: SSC EN: S

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### L33 Psych 4971 Undergraduate Teaching

Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses. Prerequisites: Psychology majors only, junior/senior standing and permission of psychology adviser, course instructor and departmental approval. Credit cannot be counted toward fulfilling the requirements for the major or minor in psychology. Credit/No Credit only. Enrollment by department only.

Credit 2 units.

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### L33 Psych 498 Study for Honors

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the

department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing-intensive course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or equivalent and permission of instructor. Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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### L33 Psych 499 Study for Honors

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the Department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Permission of instructor is required for this course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or Psych 3011.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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## Religion and Politics

The John C. Danforth Center on Religion and Politics serves as an ideologically neutral venue for fostering rigorous scholarship and informing broad academic and public communities about the intersections of religion and U.S. politics.

The Center's programs include:

- Public lectures, conferences and symposia (<http://rap.wustl.edu/events>) relating to issues at the intersection of religion and U.S. politics;
- Research colloquia on American religion, politics and culture, in which scholars and students discuss cutting-edge research;
- *Religion & Politics*, an online journal engaging a diverse array of scholars, journalists and public leaders;
- New courses (<http://rap.wustl.edu/courses-type/current-courses>) on American religion and politics for Washington University students. The courses contribute to an interdisciplinary undergraduate minor in religion and politics.

The Center offers a religion and politics minor, an interdisciplinary program that combines resources from the Danforth Center on Religion and Politics with relevant offerings from other academic programs, including Religious Studies,

Political Science, History, American Culture Studies, African-American Studies, English, and Women, Gender, and Sexuality Studies. Designed to complement and contribute to students' major fields of study, the minor also aims to augment the undergraduate education of those considering postgraduate professional programs in public policy, education, law, medicine or social work. The religion and politics minor provides an opportunity for exploring in sustained ways how religion and politics have intersected American culture, both in historical and contemporary terms.

As part of the program, students may examine any number of issues such as church-state relations, religion's role in shaping gender and sexuality debates, religion and electoral politics, public conflicts over the nexus of religion and science, religion's entwining with reform movements (from abolition to environmentalism), or confluences of religion and politics in national vocabularies, media and imagination.

**Contact:** Mark Valeri  
**Phone:** 314-935-9367  
**Email:** rap@wustl.edu  
**Website:** <http://rap.wustl.edu>

## Faculty

### Director

**Marie Griffith** (<http://rap.wustl.edu/bio/r-marie-griffith>)  
John C. Danforth Distinguished Professor in the Humanities  
PhD, Harvard University

### Faculty

**John D. Inazu** (<http://rap.wustl.edu/bio/john-d-inazu>)  
Sally D. Danforth Distinguished Professor of Law & Religion  
PhD, University of North Carolina at Chapel Hill

**Laurie Maffly-Kipp** (<http://rap.wustl.edu/bio/laurie-f-maffly-kipp>)  
Archer Alexander Distinguished Professor  
PhD, Yale University

**Lerone A. Martin** (<http://rap.wustl.edu/bio/lerone-martin>)  
Assistant Professor  
PhD, Emory University

**Leigh Eric Schmidt** (<http://rap.wustl.edu/bio/leigh-e-schmidt>)  
Edward C. Mallinckrodt Distinguished University Professor  
PhD, Princeton University

**Mark Valeri** (<http://rap.wustl.edu/bio/mark-valeri>)  
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics  
PhD, Princeton University

### Postdoctoral Research Associates

**Christine Croxall** (<http://rap.wustl.edu/bio/christine-croxall>)  
PhD, University of Delaware

**Moshe Kornfeld** (<http://rap.wustl.edu/bio/moshe-kornfeld>)  
PhD, University of Michigan

**Dana Logan** (<http://rap.wustl.edu/bio/dana-logan>)  
PhD, Indiana University

**Gene Zubovich** (<http://rap.wustl.edu/bio/gene-zubovich>)  
PhD, University of California, Berkeley

### Assistant Director

**Debra Kennard** (<http://rap.wustl.edu/bio/debra-b-kennard>)  
BA, Indiana University

## Majors

The Center does not offer a major. Interested students are encouraged to explore the minor in religion and politics. Please refer to the Minors section for more information.

## Minors

### The Minor in Religion and Politics

#### Required units: 15

15 units of course work, including:

- **One required course:** This should be completed prior to the second semester of the junior year.  
RelPol 201 Religion and American Society (3 units)  
or RelPol 225 Religion and Politics in American History (3 units)
- 12 additional units, 9 of which must be 300 or 400 level, and 9 of which, at any level, must be taught by Center faculty.

#### Required activities:

Attendance at five events sponsored by the Center on Religion and Politics (lectures, colloquia, lunch discussions, film screenings). Students must inform the director of undergraduate studies of the events they attend so this can be recorded for their record.

## Courses

Visit online course listings to view semester offerings for L57 RelPol (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L57&crslvl=1:4>).

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#### L57 RelPol 102 Thinking About Religion

Nearly everyone has had some experience with something they would call "religion," from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or "religious"? And what does it mean to study religion, given the slipperiness of the concept itself? This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake

in our investigation and inquiry into religion — for the inquirers, for the subjects of inquiry, and for society more broadly — and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what "religion" might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for religious studies majors and minors. Same as L23 Re St 102  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L57 RelPol 130 Fresh Sem: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power**

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region. Same as L48 Anthro 130  
Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM

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**L57 RelPol 1711 Literature Seminar for Freshmen: Literature, Spirituality, and Religion**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing. Same as L14 E Lit 171  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L57 RelPol 201 Religion and American Society**

This course explores religious life in the United States. We focus our study on groups and movements that highlight distinctive ways of being both "religious" and "American," including the Americanization of global religions in the U.S. context. Major themes include religious encounter and conflict; secularization, resurgent traditionalism and new religious establishments; experimentalism, eclecticism and so-called "spiritual" countercultures; the relationship between religious change and broader social and political currents (including clashes over race, class, gender and sexuality); and the challenges of religious multiplicity in the United States. Students: (1) acquire knowledge of the disparate religions practiced in North America during the 20th century and beyond; (2) examine some of the chief conflicts as well as alliances between religion and the American social order in a global context; and (3) develop interpretive tools for understanding religion's present and enduring role in the U.S. and the world.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L57 RelPol 209 Scriptures and Cultural Traditions: America's Bible**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority. Same as L93 IPH 209  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

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**L57 RelPol 215 Performing Religion, Ritualizing Gender**

What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce students to key academic approaches to "ritual," "practice" and "performance," and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center around the very same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).  
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L57 RelPol 220 Whose St. Louis? Religion, Race, and Power in the Gateway City**

Through the city's history, St. Louis residents and their leaders have established laws, policies and practices that have privileged certain groups at the expense of others. Race has often been part of that equation. This course examines moments of social crisis in St. Louis history — up to the present day — when residents have mobilized, resisted or ignored efforts to address race-based inequalities. We consider how St. Louis' religious communities in particular have understood the city's racial codes and how they have positioned themselves in relation to movements for social change. Along the way we explore slavery, property and housing restrictions, interstate construction, hiring practices, and gun violence. In addition to course reading assignments and film screenings, students will visit three religious sites to encounter and analyze the intersections of race, religion and power in present-day St. Louis.  
Credit 3 units. A&S IQ: HUM BU: BA EN: H

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**L57 RelPol 225 Religion and Politics in American History**

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout

American history and have made the relationship between religion and politics quite contentious. This course surveys the complex entanglements of religion and public life from the colonial era through the contemporary landscape. Topics covered include: religious liberty and toleration, secularization, the rise of African-American churches, the Civil War, national identity and the Protestant establishment, the religious politics of women's rights, religion and the presidency, the Cold War, the religious left and right, and debates over church-state separation. Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L57 RelPol 230 Black-Jewish Relations in the United States**

The relationship of blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "black" and "Jewish." Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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**L57 RelPol 240 Jewish Political Thought**

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature. Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L57 RelPol 250 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared

in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L57 RelPol 260 Religion in the African-American Experience: A Historical Survey**

This course introduces students to important themes in the history of African-American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African-American communities. Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L57 RelPol 305 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom**

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI Files, and legacies as a way to better understand how the intersections of religion, race and politics came to bare upon the freedom struggles of people of color in the U.S. and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches and legacies, and we will apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L57 RelPol 3081 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history and culture of American exceptionalism: the idea that America has been specially chosen or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class reassesses with the help of modern critics. In the second part of this class, we broaden our discussion to consider the wider (and newer)

meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L57 RelPol 315 Virtues, Vices, Values: Regulating Morality in Modern America**

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. This class examines how state and non-state actors have attempted to regulate the lived experiences of Americans and the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society and the state. It interrogates what values the state impresses upon its citizens and what values citizens want the state to uphold.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: ETH EN: H

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**L57 RelPol 320 Religious Freedom in America**

This interdisciplinary course, co-taught by a law school professor and an American historian, concerns the intersection of religion, liberty and law in American culture. It introduces students to the major texts and historical issues concerning religious liberty, using legal history and case law, intellectual and social history, and political philosophy. It will address issues of significant contemporary debate — from the role of religious groups on college campuses to bakers and gay weddings — along with the deep historical background, from English settlement of North America and the making of the Constitution, through the Civil War, to the Cold War and the recent political developments.

Same as I50 InterD 320

Credit 3 units. A&S IQ: HUM, SD EN: H

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**L57 RelPol 321 American Religion, Gender, and Sexuality**

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, censorship, pornography, funding for AIDS research, abortion, contraceptive access, abstinence-only sex education, sexual harassment, same-sex marriage, and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of women and men, children and teens, as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts — on chastity, marriage, and homosexuality — with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L57 RelPol 330 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L57 RelPol 3504 The Making of American Conservatism Since 1932, from Herbert Hoover to Donald Trump**

Beginning with Hayek's *The Road to Serfdom* and Buckley's *God and Man at Yale*, this course examines some of the major conservative writers and thinkers in the United States since World War II. The course includes readings by Russell Kirk, Richard Weaver, Barry Goldwater, Phyllis Schlafly, Irving Kristol, Newt Gingrich, and Pat Buchanan as well younger conservatives like Mark Steyn, Jonah Goldberg, Ramesh Ponnuru, S.E. Cupp, and Kevin Williamson. Several classes are devoted to black conservatives including Thomas Sowell, Shelby Steele, and Walter Williams. We will try to answer the questions: What is conservatism and who are its adherents? Can we speak of conservatism in the singular or are there several types of conservatism? Are the various forms of conservatism politically and intellectually compatible? How has conservatism changed since Reagan and the 1980s? What inroads has conservatism made in the cultural and political life of the United States? Is the United States essentially a conservative nation? Time permitting, we may also watch a few Hollywood movies by conservative filmmakers.

Same as L98 AMCS 3504

Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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**L57 RelPol 360 Religion and the Modern Civil Rights Movement, 1954-1968**

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L57 RelPol 368 Theories and Methods in the Study of Religion**

What is religion? In this course, we explore how religious ritual may help to clarify the nature and function of religion. We first

consider "classic" theories of religion and ritual, such as those of James Frazer, Sigmund Freud, Emile Durkheim, Mircea Eliade, Max Weber, E.E. Evans-Pritchard, and Clifford Geertz. We then consider more recent theories of ritual and its relationship to religion (such as those of Victor Turner and Maurice Bloch). Alongside, and in light of, these theoretical writings, we look at specific instances of ritual practice from various cultures and periods. Note: This course is required for religious studies majors and minors. It is recommended that this course be taken after completion of L23 Re St 102 Thinking About Religion. Same as L23 Re St 368  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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#### L57 RelPol 370 Religion and the Origins of Capitalism

This course explores the economic, cultural and social history of the origins of Anglo-American capitalism from 1500 to 1800. Throughout we will discuss the worldviews and day-to-day business decisions of the merchants who created England's transatlantic market order and empire. Rather than treat early capitalism only in terms of material or purely economic dynamics, it probes the intellectual constructs that combined with commercial innovations to form capitalism into a social system.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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#### L57 RelPol 3743 History of U.S. Foreign Relations since 1920

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks. Same as L22 History 3743  
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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#### L57 RelPol 385 Religion and Politics in the Long 1920s

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the 20th century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice and reinvention contributed to and was shaped by such change.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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#### L57 RelPol 390 Mormonism and the American Experience

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints (or LDS Church), which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S. (by one count), with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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#### L57 RelPol 395 Topics in Religion and Politics: Religious Celebrity

This course investigates the intersection of religion and celebrity in American culture through figures such as Oprah and Billy Graham. Beyond looking at particular religious celebrities, the course looks at the history of fame, theories of "charisma," and secular celebrities as gods of the modern age. The course also traces the rise of theatrical stardom and religious charisma in the United States, and the ways in which political celebrity draws on these traditions.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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#### L57 RelPol 407 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of nonviolent resistance. This course considers the role of religious thought and practice in such movements in the 20th century. The history of these movements presents an apparent paradox: How can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.  
Same as L23 Re St 407

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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#### L57 RelPol 410 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics and religious professionals) as a way to study and understand 20th-century religion and politics. The course investigates the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course pays particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.  
Credit 3 units. A&S: TH A&S IQ: HUM BU: HUM EN: H

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#### L57 RelPol 4121 American Religion, Politics, and Culture: Historical Foundations

This seminar offers a wide-ranging overview of the leading historical scholarship concerning the busy intersections of American religion and politics. Topics include: church-state relations, religion and foreign policy, religion and social justice, religion and the science wars, the rise of the Religious Right,

and the role of religion in public life. Prerequisites: advanced undergraduate or graduate standing in a related field or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L57 RelPol 4122 American Religion, Politics & Culture: Commentary from Alexis de Tocqueville to Contemporary Pundits**

This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research — a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered in two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. Prerequisites: Advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.

Credit 3 units. A&S: TH A&S IQ: HUM

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**L57 RelPol 425 Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Credit 3 units. A&S IQ: HUM EN: H

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**L57 RelPol 430 Pilgrims and Seekers: American Spirituality from Transcendentalism to the New Age**

The seminar focuses on the formation of "spirituality" in American culture from the Transcendentalist world of Ralph Waldo Emerson and Walt Whitman on through more recent expressions of the "spiritual-but-not-religious" sensibility. For the purposes of this course, "spirituality" is usefully placed in quotation marks in order to emphasize its peculiar construction as something positively distinct from "religion" — a reordering of American religious thought and experience that we explore in historical and contemporaneous terms. The social and political consequences of this turn to the spiritual over the religious also is explored: for example, the consecration of liberal individualism, the environmental vision of nature mysticism, the blessing of a "bourgeois-bohemian" consumerism, and the negotiation of cultural pluralism.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L57 RelPol 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism and atheism from the Enlightenment forward to the present. Topics emphasized include: the relationship between believers and nonbelievers, the civil liberties of atheists, religion in the public schools, social radicalism and women's rights, and the more recent growth of religious disaffiliation and public atheism. The course considers not only the intellectual dimensions of freethinking unbelief but also the broader politics of secularism in a nation routinely imagined as "under God."

Credit 3 units. A&S: TH A&S IQ: HUM Arch: SSP Art: SSP EN: H

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**L57 RelPol 4564 American Pragmatism**

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity and contextualizes it amid late 19th- and early 20th-century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism and the Civil War. Major essays by each thinker are read as well as three intellectual biographies and one critical survey.

Same as L22 History 4564

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L57 RelPol 480 Readings in African-American Religious History**

This course is an introduction to the history and variety of African-American religions in the New World diaspora. The approach will be chronological, from the earliest years to the New World to contemporary expressions. We will also explore some of the major historiographical themes that have catalyzed current scholarship, the purpose and effectiveness of black nationalist movements, issues of class and gender, the persistence of African elements of New World religious practice, performance and popular culture.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L57 RelPol 485 Christian Nation, Secular Republic**

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic, and those conjoined framings have created recurrent conflict throughout American history. This seminar is designed to introduce advanced undergraduates and graduate students to current discussions of religion, secularism, and unbelief in American religious and political history. The course also places a complementary emphasis on close readings of crucial primary works, say, about the rise of deistic toleration or the persisting political power of Christianity-in textual particularities. The course takes as its starting point Charles Taylor's monumental account *A Secular Age* and works from there through various episodes of the Enlightenment and its long aftermath.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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## Religious Studies

If I headed back to college today, I would major in comparative religions rather than political science.

John Kerry, "Religion and Diplomacy" (<http://americamagazine.org/issue/religion-and-diplomacy>)

Religion is a major source of inspiration, meaning and controversy in human societies. Fast-moving forces of globalization, migration and technology continue to bring diverse communities into closer proximity, often creating new religious forms in the process. The Religious Studies program at Washington University gives students the opportunity to learn about diverse religions as well as to study past and current events with a critical but open mind.

One does not have to be religious in order to study religion! Religious Studies covers subjects as diverse as U.S. politics, Beyoncé, the Middle East, atheism, Tolstoy, Gandhi, Black Lives Matter, climate change, and Buddhist philosophies. The diversity of topics that can be covered in Religious Studies is huge and is best studied in all its interdisciplinary complexity. As such, courses offered by our program are taught by faculty in a variety of disciplines and areas, including: The John C. Danforth Center on Religion and Politics; Anthropology; Classics; East Asian Languages and Cultures; English; History; Jewish, Islamic and Near Eastern Studies; and Political Science.

A major in Religious Studies will help students understand and appreciate the complex ways in which religious traditions inform human thought and behavior. A double major or a minor will also enhance a broad range of studies from politics and law to business and medicine. So whether a student is interested in preparing for the advanced academic study of religion, seeking to complement another area of study, or simply feels the need to acquire a greater knowledge of religions, a major or minor in religious studies is excellent preparation for living and working in a pluralistic society and global culture.

**Contact:** Sarah O'Donnell, Administrative Assistant  
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**James F. Poag** ([http://german.wustl.edu/people/poag\\_james-fitzgerald](http://german.wustl.edu/people/poag_james-fitzgerald))  
PhD, University of Illinois  
(Germanic Languages and Literatures)

## Majors

### The Major in Religious Studies

**Total units required:** 30 units; 24 must be 300-level or above

**Required courses** (6 units):

| Code        | Title   | Units |
|-------------|---|-------|
| Re St 102   | Thinking About Religion                       | 3     |
| Re St 368   | Theories and Methods in the Study of Religion | 3     |
| Total Units |   | 6     |

**Senior Capstone Experience** (3 units): In their senior year, religious studies majors are required to take Re St 479 Senior Seminar in Religious Studies. Alternatively, students can fulfill the capstone requirement by writing an honors thesis.

**Elective courses** (21 units; 18 must be 300-level or above): All majors must take at least seven courses chosen in consultation with their major adviser and should fulfill the following:

- A. At least one course from four of the following areas: Judaism; History of Christianity; Islam; Buddhism; East Asian religions; South Asian religions; and religion in the Americas.
- B. A three-course series in one religious tradition or thematic concentration; and a two-course series in a different religious tradition or thematic concentration.

Please note: A course can count toward both A and B. For examples of how these electives can be fulfilled please visit the Religious Studies website (<http://religiousstudies.artsci.wustl.edu/program/major>).

### Additional Information

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors. Applications are available on the Religious Studies website (<http://religiousstudies.artsci.wustl.edu/program/honors>) and are due prior to the end of the junior year. Students wishing to pursue this option need to meet the minimum honors requirements stated in this *Bulletin* and satisfactorily complete, during the senior year, Re St 498 Independent Work for Senior Honors I (fall) and Re St 499 Independent Work for Senior Honors II (spring). Full guidelines are available on the Religious Studies website.

**Transfer Credit:** A maximum of 6 units of course work completed elsewhere, whether another college or university or through a Washington University-approved study abroad program, may be applied toward the major. Credit will be awarded only to those courses that have been approved by the Religious Studies program.

## Minors

### The Minor in Religious Studies

**Total units required:** 18 units; 12 must be 300-level or above

**Required courses** (6 units):

| Code        | Title   | Units |
|-------------|---|-------|
| Re St 102   | Thinking About Religion                       | 3     |
| Re St 368   | Theories and Methods in the Study of Religion | 3     |
| Total Units |   | 6     |

**Elective courses** (12 units; 9 must be 300-level or above): Minors may choose their electives based on individual interest and in consultation with their minor adviser. At least three of the four courses must be numbered 300 or above.

### Additional Information

**Transfer Credit:** A maximum of 3 units of course work completed elsewhere, whether another college or university or through a Washington University-approved study abroad program, may be applied toward the minor. Credit will be awarded only to those courses that have been approved by the Religious Studies program.

## Courses

Visit online course listings to view semester offerings for L23 Re St (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L23&crslvl=1:4>).

#### L23 Re St 102 Thinking About Religion

Nearly everyone has had some experience with something they would call "religion," from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or "religious"? And what does it mean to study religion, given the slipperiness of the concept itself? This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake in our investigation and inquiry into religion — for the inquirers, for the subjects of inquiry, and for society more broadly — and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what "religion" might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for religious studies majors and minors. Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 1550 Temple & Palace in World History:**

**Approaches to Religion and Politics in the Middle East**

This course aims to examine the ways in which temple and palace cooperated with and competed against each other in the Middle East from ancient to the present times. As sites of spiritual and political power, temples and palaces have played a major role in human history. They have been a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families and societies. The course will trace how their interactions produced various models of authority, law and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies. Introductory course to the major and minor. Same as L22 History 1550

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L23 Re St 180 Freshman Seminar in Religious Studies**

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Sexuality in Early Christianity; Miracles; and The Self in Chinese Thought.

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 2010 Religion and American Society**

This course explores religious life in the United States. We will focus our study on groups and movements that highlight distinctive ways of being both "religious" and "American," including the Americanization of global religions in the U.S. context. Major themes will include religious encounter and conflict; secularization, resurgent traditionalism, and new religious establishments; experimentalism, eclecticism, and so-called "spiritual" countercultures; the relationship between religious change and broader social and political currents (including clashes over race, class, gender and sexuality); and the challenges of religious multiplicity in the U.S. Students will: 1) acquire knowledge of the disparate religions practiced in North America during the 20th century and beyond; 2) examine some of the chief conflicts as well as alliances between religion and the American social order in a global context; and 3) develop interpretive tools for understanding religion's present and enduring role in the U.S. and the world.

Same as L57 RelPol 201

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L23 Re St 208F History, Text and Identity: Introduction to Jewish Civilization**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course — designed as an introduction to Jewish history, culture and society — is to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we focus on the following historical settings: seventh-century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we investigate the social and political conditions of Jewish

life; identify the major texts that Jews possessed, studied and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JINE 208F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH, IS EN: H

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**L23 Re St 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history are balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JINE 210C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

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**L23 Re St 215 Ritual And Performance Studies**

What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce students to key academic approaches to "ritual," "practice" and "performance," and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center around the very same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).

Same as L57 RelPol 215

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L23 Re St 220 Whose St. Louis? Religion, Race, and Power in the Gateway City**

Through the city's history, St. Louis residents and their leaders have established laws, policies and practices that have privileged certain groups at the expense of others. Race has often been part of that equation. This course examines moments of social crisis in St. Louis history — up to the present day — when residents have mobilized, resisted or ignored efforts to address race-based inequalities. We consider how St. Louis' religious communities in particular have understood the city's racial codes and how they have positioned themselves in relation to movements for social change. Along the way we explore slavery, property and housing restrictions, interstate construction, hiring practices, and gun violence. In addition to course reading assignments and film screenings, students will visit three religious sites to encounter and analyze the intersections of race, religion and power in present-day St. Louis.

Same as L57 RelPol 220

Credit 3 units. A&S IQ: HUM BU: BA EN: H

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**L23 Re St 224 Islamic Religion**

Survey of the development of Islamic practice and thought from the emergence of Islam in early seventh century CE to the present.

Credit 3 units. A&S: TH, CD BU: ETH, IS EN: H

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**L23 Re St 225 Religion and Politics in American History**

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic. These competing visions of the nation have created conflict throughout American history and have made the relationship between religion and politics quite contentious. This course surveys the complex entanglements of religion and public life from the colonial era through the contemporary landscape. Topics covered include: religious liberty and toleration, secularization, the rise of African-American churches, the Civil War, national identity and the Protestant establishment, the religious politics of women's rights, religion and the presidency, the Cold War, the religious left and right, and debates over church-state separation. Same as L57 RelPol 225

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L23 Re St 2300 Black-Jewish Relations in the United States**

The relationship of blacks and Jews in the United States is at once intimate and strained, mutually beneficial and antagonistic. This course examines this uneasy alliance from a number of perspectives including anthropology, politics and identity politics, history, religion and class. Beginning with American anthropology's Jewish founding father, Franz Boas, challenging the concept of race, the course traces the relations of blacks and Jews throughout the 20th century and in our contemporary moment. We will pay particular attention to the civil rights era, which is commonly upheld as the golden age of black-Jewish relations, as well as to this alliance's unraveling in the post-civil rights era. The course then moves to a unit focused on more recent ruptures and collaborations including the 1991 Crown Heights race riots, during which Orthodox Jews clashed with their black neighbors, and Jewish involvement in the Black Lives Matter movement. The course concludes with a unit on identity and identity politics focused on the complexity and fluidity of the categories "white," "black" and "Jewish."

Same as L57 RelPol 230

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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**L23 Re St 236F Introduction to East Asian Religions**

This introductory course provides a basic, yet systematic, overview of certain major religious traditions that evolved in East Asia, particularly in China and Japan, but also in Korea. We begin with the classical Chinese traditions of Confucianism and Daoism, then turn our attention to Buddhism, which originated in India (ca. 500 BCE) and was later introduced into China (first century CE), Korea (fourth century CE) and Japan (sixth century CE). We then examine the Japanese tradition of Shinto, and focus more specifically upon the development of new Japanese forms of Buddhism. The course ends with a brief look at the coming of some of these religions to the West, and in particular the United States.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 2400 Jewish Political Thought**

This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

Same as L57 RelPol 240

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L23 Re St 2500 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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**L23 Re St 300 Introduction to the Hebrew Bible/Old Testament**

A survey of the religious ideas and cultural history of the Hebrew Bible (Old Testament) and its context in the ancient Near East. Traditional Jewish and Christian interpretation of the Bible is discussed. No knowledge of Hebrew required; no prerequisites. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM

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**L23 Re St 3011 Intermediate Greek: The New Testament**

A reading of texts from the New Testament as well as others of relevance to the religions of the Roman Empire. Prerequisites: Greek 317C or permission of the instructor.

Same as L09 Greek 301

Credit 3 units. A&S: LA A&S IQ: HUM, LCD, LS BU: HUM

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**L23 Re St 3012 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how

biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JINE 3012

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD EN: H

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### L23 Re St 303 Daoist Traditions

This course offers an introduction to the history, practices and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the second century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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### L23 Re St 3031 Christianity in the Modern World

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia, and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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### L23 Re St 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners — e.g., surgeons, empirics, quacks, midwives, saints, and local healers — involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM BU: BA EN: H

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### L23 Re St 3062 Islam, Culture and Society in West Africa

This course explores the introduction of Islam into West Africa beginning in the 10th century and explore its expansion and development in the region, placing emphasis on the 19th century to present day. It focuses on the development of West African Muslim cultural, social, religious and political life, to understand not only how the religion affected societies, but also how West

African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It also examines the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures, readings, as well as print and visual media.

Same as L90 AFAS 3062

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: NW

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### L23 Re St 307F Introduction to the New Testament

What can be known — from an historical perspective — about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct "religion"? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: We ask what Jesus, his first followers, and their Jewish and "pagan" contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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### L23 Re St 3080 City on a Hill: The Concept and Culture of American Exceptionalism

This course examines the concept, history and culture of American exceptionalism: the idea that America has been specially chosen or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture — a thesis our class reassesses with the help of modern critics. In the second part of this class, we broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students gain a firm grasp of the long history and continuing significance — the pervasive impact — of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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### L23 Re St 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism

This course offers a survey of the historical, literary, social and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon — as a constantly developing religious system. Among the topics explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly

elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women? How did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash collections — a literature that defines the character of Judaism down to our own times. All texts are read in translation. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L23 Re St 3091 Confucian Thought**

This course is designed to introduce students to the history and teachings of one of the world's major religious traditions: Confucianism. We will examine how Confucianism developed in ancient China and afterwards spread throughout East Asia and beyond. In particular, we will pay attention to the issue of ritual and how Confucians attempted to ritualize social interactions and the world at large. In order to do so, we will engage in the writings of Confucius, Mengzi, and Xunzi, three early Chinese writers whose basic ideas about ritual heavily informed myriad cultural practices that are formative for large portions of East Asia today. Hence, this course on ancient thinkers not only introduces thoughts and practices prevalent throughout premodern China, Japan and Korea. It also functions as a catalyst that helps us understand some of the reasons and motivations behind these communities' recent efforts to renegotiate and question "the colonialist flavor" of human rights and democracy.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L23 Re St 3100 Religion and Violence**

Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about religion and violence and test them on historical and recent "religious" conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and "othering," 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

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**L23 Re St 3101 The Problem of Evil**

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L23 Re St 3105 American Holidays, Rituals, and Celebrations**

This seminar examines a variety of holidays, festivals and rituals in American history and culture. Topics include: conflicts over Christmas, the sentiments of greeting cards, African-American emancipation celebrations, Roman Catholic festivals dedicated to the Virgin Mary, modern renderings of Jewish ritual (including Hanukkah), the masculinity embodied in fraternal lodge ceremonies, Neopagan festivals, and Halloween Hell Houses. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and civic ceremony, moral order and carnival, through this topical focus on ritual and performance. A major emphasis is also placed on original research and writing, evident in the weight given the concluding seminar report and the final paper.

Same as L98 AMCS 3105

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L23 Re St 311 Buddhist Traditions**

This course examines the historical development of Buddhism from its origins in South Asia in the sixth to fifth century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet and East Asia. We close the course with an overview of Buddhism in the modern West.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H UColl: NW

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**L23 Re St 312 South Asian Religious Traditions**

The Indian subcontinent is home to Hindu, Islamic, Buddhist, Jain, and Sikh traditions, among others. In this course we explore several traditions that are vital to life in India, Pakistan and beyond. We first encounter each tradition through narrative, with the support of visual media. We then explore how contemporary adherents make these traditions meaningful for themselves — in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will have the opportunity for creative projects or individual research.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: NW

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**L23 Re St 313C Islamic History 622-1200**

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture;

multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: IS

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**L23 Re St 314C Islamic History 1200-1800**

An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliph periods (600-100) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliph periods is not assumed. The course is not a "survey" of this period but a series of "windows" that allows students to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS

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**L23 Re St 315 Virtues, Vices, Values: Regulating Morality in Modern America**

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. This class examines how state and non-state actors have attempted to regulate the lived experiences of Americans and the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society and the state. It interrogates what values the state impresses upon its citizens and what values citizens want the state to uphold.

Same as L57 RelPol 315

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: ETH EN: H

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**L23 Re St 3192 Modern South Asia**

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anticolonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

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**L23 Re St 320 Religious Freedom in America**

This interdisciplinary course, co-taught by a law school professor and an American historian, concerns the intersection of religion, liberty and law in American culture. It introduces students to the major texts and historical issues concerning religious liberty, using legal history and case law, intellectual and social history, and political philosophy. It will address issues of significant contemporary debate — from the role of religious groups on college campuses to bakers and gay weddings — along with

the deep historical background, from English settlement of North America and the making of the Constitution, through the Civil War, to the Cold War and the recent political developments.

Same as L50 InterD 320

Credit 3 units. A&S IQ: HUM, SD EN: H

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**L23 Re St 321 American Religion and the Politics of Gender and Sexuality**

Religious beliefs about gender and sexuality have long played a vital role in American politics, vividly evident in debates over such issues as birth control, censorship, pornography, funding for AIDS research, abortion, contraceptive access, abstinence-only sex education, sexual harassment, same-sex marriage and more. Educated citizens need to understand the impact of these religiously inflected debates on our political culture. This course explores the centrality of sex to religion and politics in the U.S., emphasizing Christianity (both Protestant and Catholic forms) and its weighty social and political role regulating the behavior of women and men, children and teens, as well as its uses in legal and judicial decisions. Alongside scholarly readings in gender and sexuality, we will discuss popular devotional texts — on chastity, marriage and homosexuality — with a political bent. Students will leave the course able to analyze how religious beliefs about sex shape specific gender norms central to U.S. politics.

Same as L57 RelPol 321

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 323 Jews and Christians in the Premodern World**

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper-division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of "orthodoxy" and "heresy," as well as the way in which Christians re-appropriated Jewish texts, rituals and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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**L23 Re St 3262 The Early Medieval World 300-1000**

A principal theme of this course is the Christianization of Europe. From the emergence of the Christian church in the Roman Empire and the conversion of the emperor Constantine in 312 through the turbulent adoptions of Christianity by different cultures in the Early Middle Ages; the rise of Islam in the seventh century; the Arab conquests of north Africa and southern Europe; and the Byzantine empire, especially in Constantinople.

Same as L22 History 3262  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L23 Re St 3263 The High Middle Ages: 1000-1500**

This course begins with the first millennium in the West and ends with the arrival of Europeans in the Americas. The course explores topics such as the relationship of popes to kings, of cities to villages, Jews to Christians, of vernacular literature to Latin, knights to peasants, the sacred to the profane. Topics include: different forms of religious life; farming; heresy; the shift from a penitential culture to a confessional one; the crusades; troubadour poetry; the Mongol Empire; universities; leprosy; and the conquest of New Spain.

Same as L22 History 3263

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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**L23 Re St 3266 "East" and "West" in Jewish Imagination and Politics**

How have Jews, as a paradigmatic diasporic people, understood their place between "East" and "West," and their relationships with other Jews and non-Jews within, across, and beyond the vast territorial expanse of Eurasia? What has it meant to identify, to be identified, and to live as Jews in Eurasia and beyond — both before and after the State of Israel? We begin with the origin of world Jewry, follow the various and interrelated experiences of Jews under Christendom and Islam, and, through carefully chosen vignettes, trace how the modern concepts of "East" and "West" have shaped the course of Jewish history, politics and imagination for millennia.

Same as L97 IAS 3266

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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**L23 Re St 3277 Philosophy of Religion**

Same as L30 Phil 327

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH EN: H

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**L23 Re St 3293 Religion and Society**

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity and other broadly based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH EN: S

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**L23 Re St 3300 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they

know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L23 Re St 3313 Women and Islam**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe and the United States. Students examine ethnographic, historical and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Same as L48 Anthro 3313

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA

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**L23 Re St 334C Crusade, Conflict, and Coexistence: Jews in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world — a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH, HUM, IS

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**L23 Re St 3354 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy) — structures which both balanced and exacerbated ethnic, religious, and social struggles — in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest and Prague were the most visible. This course seeks to put all of these elements into play — empire, nation, urban space, religion and ethnicity — in order to illustrate what it has meant to be modern, creative, European, nationalist or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supranational constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD BU: IS

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**L23 Re St 335C Becoming Modern: Emancipation, Antisemitism, and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be — or to become — modern. To answer this question, we look at two broad trends that took shape toward the end of the 18th century — the Enlightenment and the formation of the modern state — and we track changes and developments in Jewish life down to the close of the 20th century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time — from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM

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**L23 Re St 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L23 Re St 3392 Topics in South Asian Religions**

The topic for this course varies. The topic for fall 2017 is Hinduism and the Hindu Right.

Credit 3 units. A&S: TH, CD A&S IQ: HUM EN: H

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**L23 Re St 3421 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey

of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 343C Europe in the Age of the Reformation**

How should people act toward each other, toward political authorities and toward their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society and politics. In this class we examine the development of Protestant and Radical theology, the Reformers' relations with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims and Anabaptists, and the experiment of the New World.

Same as L22 History 343C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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**L23 Re St 346 Topics in East Asian Religions**

This course explores one of the various topics in East Asian Religions. Recent topics include Tantric Buddhism and Death; and Dying and the Afterlife in East Asian Religions.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L23 Re St 3465 Islamic Law**

This course presents a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It then explores the formation of the major schools of law. Next it debates the notions of "ijtihad" and "taqlid" and discusses how open and independent legal decisions have been in the Islamic world. It also traces the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah.

Same as L75 JINE 346

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L23 Re St 3513 Muhammad in History and Literature**

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc., literature. Because of the availability of primary sources in English translation, there is a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills are encouraged to engage sources in their original language.

Same as L75 JINE 351

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: ETH EN: H

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**L23 Re St 3540 Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization.

Same as L75 JINE 354

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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**L23 Re St 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors' personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation.

Same as L75 JINE 359

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L23 Re St 3600 Religion and the Modern Civil Rights Movements, 1954-1968**

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the

modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L23 Re St 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical and political context. The specific areas of emphasis are determined by the instructor.

Same as L75 JINE 3622

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:  
IS EN: H

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**L23 Re St 365 The Bible as Literature**

Same as L14 E Lit 365

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: ETH EN: H

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**L23 Re St 366 Approaches to the Qur'an**

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH

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**L23 Re St 3660 The Sephardic Experience: 1492 to the Present**

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands and the Americas. The questions we will explore include: In what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JINE 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L23 Re St 3670 Gurus, Saints and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan and Mohandas Gandhi; and explore how Hindu, Islamic and other South Asian traditions were recast in the molds of natural science, social science and world religion.  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: ETH EN: H

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**L23 Re St 368 Theories and Methods in the Study of Religion**

What is religion? In this course, we explore how religious ritual may help to clarify the nature and function of religion. We first consider "classic" theories of religion and ritual, such as those of James Frazer, Sigmund Freud, Emile Durkheim, Mircea Eliade, Max Weber, E.E. Evans-Pritchard, and Clifford Geertz. We then consider more recent theories of ritual and its relationship to religion (such as those of Victor Turner and Maurice Bloch). Alongside, and in light of, these theoretical writings, we look at specific instances of ritual practice from various cultures and periods. Note: This course is required for religious studies majors and minors. It is recommended that this course be taken after completion of L23 Re St 102 Thinking About Religion.  
Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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**L23 Re St 370C Islamic Movements: Reform, Revival, Revolt**

As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.  
Same as L75 JINE 370C  
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS

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**L23 Re St 3730 Topics in Near Eastern Cultures**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.  
Same as L75 JINE 373  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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**L23 Re St 374C Kings, Priests, Prophets and Rabbis: The Jews in the Ancient World**

We trace Israelite and Jewish history from its beginnings in the biblical period (ca. 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (ca. 620 CE). We explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social and religious institutions of ancient Israel. We illuminate why the religion of the Bible developed into rabbinic Judaism and

Christianity and how rabbinic literature and institutions were created.

Same as L75 JINE 301C

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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**L23 Re St 382 Topics in Christianity**

The topic covered in this course varies. The topic for fall 2017 is Orthodoxy and Heresy in Early Christianity.

Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH

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**L23 Re St 3831 Magicians, Healers and Holy Men**

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

Same as L08 Classics 3831

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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**L23 Re St 385D Topics in Biblical Hebrew Texts**

Prerequisite: HBRW 384 or permission of the instructor.

Same as L74 HBRW 385D

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L23 Re St 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community and nation is a topic of central concern and contestation in the study of South Asian history. This course explores alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course treats India, Pakistan and other South Asian regions in the colonial and postcolonial periods.

Same as L22 History 38C8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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**L23 Re St 3900 Mormonism and the American Experience**

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints (or LDS Church), which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S. (by one count), with a reputation for patriotism and conservative family values. In addition to introducing who the Mormons are, their beliefs and religious practices, this seminar will explore issues raised by

Mormonism's move toward the religious mainstream alongside its continuing distinctiveness. These issues include: What is the religious "mainstream" in the U.S.? How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society?  
Same as L57 RelPol 390

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:  
ETH EN: H

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**L23 Re St 3921 Secular and Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.  
Same as L22 History 3921

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS  
EN: H

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**L23 Re St 393 Medieval Christianity**

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the fifth century and the 15th, with an emphasis on the interaction of religion, culture, politics and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art:  
HUM BU: IS EN: H

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**L23 Re St 396 Islamic Philosophy, Mysticism, and Theology**

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines the preceding three disciplines, with a focus on the premodern period. Students will be introduced to major figures within these disciplines, including al-Ghazali, Ibn Sina, Ibn al-'Arabi, Ibn Taymiyya, and Rumi. Moreover, students will also examine how these disciplines have shaped various aspects of social life within premodern Muslim communities. Although the course addresses a range of issues, special attention will be given to the following topics: (1) the relationship between Islamic scripture/law and Islamic philosophy, mysticism and theology; (2) the relationship between Islamic religious teachings and the forms of both "high" and "popular" culture found in premodern Muslim societies; (3) free thought, scientific inquiry, heterodoxy, skepticism and blasphemy in premodern Muslim societies; (4) Muslim institutions and social movements dedicated to promoting philosophy, mysticism and theology; (5) the aesthetic

significance of philosophical, mystical, and theological teachings, and the expression of such teachings in Islamic ritual, poetry, literature, music, dance, painting and architecture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:  
ETH EN: H

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**L23 Re St 3977 The Making of the Modern Catholic Church**

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, postcolonial world.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L23 Re St 4002 JINES Capstone Seminar**

The capstone course for Jewish, Islamic and Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JINE 4001

Credit 3 units. A&S IQ: HUM EN: H

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**L23 Re St 403 Topics in East Asian Religion and Thought**

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L23 Re St 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC BU: IS

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**L23 Re St 4060 Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia**

Senior Seminar. This seminar will provide an opportunity to explore in some depth various facets of the convivencia ("dwelling together"; coexistence) of Muslims, Jews, and Christians in medieval Iberia. While we will pick up the timeline with the emergence of an Ibero-Islamic society in the eighth century CE, the seminar's historical horizon stretches up to the turn of the 15th to the 16th century, when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about the mid-11th centuries Muslims dominated most of the Iberian Peninsula. From roughly the mid-11th through 15th centuries, Christians ruled much and

eventually all of Spain and Portugal. Through a process termed, from a Christian perspective, as reconquista ("reconquest"), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion, or migrated from one realm to the other. Interactions between the three ethno-religious communities occurred throughout, some characterized by mutual respect and shared creativity and others by rivalry and strife. The course focuses on these religious and cultural contacts, placing them in various historical and geographic contexts. It will raise questions concerning the ambiguities of religious change and concerning the interplay of persecution and toleration. Methodologically, the seminar emphasizes the study of primary sources, including documentary, historiographical, literary and poetical texts. In the course of their study, attention will be paid to peculiarities of genre, and difficulties involved in formulating historical assessments. In this sense, we will also aim at developing critical reading skills in relation to secondary literature. Seniors in Jewish, Islamic and Near Eastern Studies will be given preference in admission. Advanced students in other fields are asked to contact the instructor prior to enrollment.

Same as L75 JINE 4060

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L23 Re St 407 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of nonviolent resistance. This course considers the role of religious thought and practice in such movements in the 20th century. The history of these movements presents an apparent paradox: How can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism. CET (<https://gephardt.institute.wustl.edu/cec/college-of-arts-sciences>) course. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L23 Re St 408 Nuns

Nuns — women vowed to a shared life of poverty, chastity and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their

possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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### L23 Re St 4102 Rastafari, Reggae, and Resistance

Same as L90 AFAS 4102

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L23 Re St 4118 The Good Cause: Psychological

#### Anthropology of Moral Crusades

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Same as L48 Anthro 4118

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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### L23 Re St 412 Islamic Theology

This course explores major themes of early Islamic theology as developed by the Mutazilite, Ash'arite, and Maturidi schools. Some attention is paid to defunct theological systems, the traces of which have remained in the heresiographical literature. Most readings are in primary sources in English translation, though the students are also introduced to some secondary literature on various themes. Some comparative theology with reference to the Judeo-Christian tradition is a regular feature of class discussion. Topics include (but are not limited to): debates over the createdness of the Qur'an; predestination and foreknowledge; God's attributes; the nature of language; the nature of the human soul; and creation and afterlife.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM EN: H

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### L23 Re St 413 Topics in Islam

Fall 2017 Topic: History of Political Thought. This course aims to study political thought and practice in Islamic history (circa eighth through 13th centuries) through a close reading of a selection of primary sources in translation (and in their original language if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (legal, theological, political) from the eighth through the 13th century. We hope to engage various theoretical models to analyze the relationship between politics and religion and tease out the role of power in determining sociopolitical relations, distinctions and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Prerequisite: advanced knowledge of Arabic preferred but not required.

Same as L75 JINE 445

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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### L23 Re St 415 Topics in Judaism

Prerequisite: permission of instructor.

Same as L75 JINE 415

Credit 3 units. A&amp;S: TH

**L23 Re St 418 Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.

Credit 3 units. A&amp;S: TH, CD, SD A&amp;S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**L23 Re St 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions**

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the 16th century depicted the interactions of the living and the dead. Despite the distinct genres, time periods and topics, one important aspect will regularly appear: Apparently people perceived the boundaries between the living and the dead to be quite porous in premodern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends and government officials.

Credit 3 units. A&amp;S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**L23 Re St 4213 Sufism and Islamic Brotherhoods in Africa**

Muslim societies are prevalent in Africa — from the Horn, the North, the East to the West, with smaller enclaves in Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values and practices in Africa. It reconsiders the academic constructions of "African Islam" by exploring education, intellectual life, economics, gender roles, social inequalities and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e., the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clan rivalries in Sudan). In addition, the course pays attention to hierarchy in particular tariqa. Finally, the course examines how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We explore these issues through readings, current media, lectures and special guest speakers.

Same as L90 AFAS 4213

Credit 3 units. A&amp;S: TH, CD A&amp;S IQ: HUM, LCD EN: H

**L23 Re St 4225 European Utopian Settlements in the American Midwest (1814-1864): Diversity and Antislavery**

During the first part of the 19th century a number of utopian visionaries from Europe (Germany, France and England) tried to establish communities in the American Midwest. These colonies were based either on religious or philosophical/social ideals which could be traced back to interpretations of the Old and the New Testament or to Enlightenment principles of freedom and equality that had been propagated during the revolutions in Europe of 1789, 1830 and 1848 which in turn had been influenced by the American war of independence. These groups showed strong antislavery convictions. The Midwest was chosen since the areas in the vicinity of the confluence of the Mississippi and the Missouri were seen as open to new social experiments. Part of the seminar are field trips to the St. Louis-based Missouri History Library as well as to the St. Louis Public Library and one-day excursions to New Harmony in Indiana, Nauvoo in Illinois, and to small towns in Warren County, Missouri.

Same as L97 IAS 4225

Credit 3 units. A&amp;S: TH, CD A&amp;S IQ: HUM, LCD EN: H

**L23 Re St 424 Gender and Power in Religious Thought**

Gender has often been posed as the fundamental distinction of the human condition, creating the original opportunity for relation across that distinction. In some strands of religious thought, this distinction comes second to the creation of the world distinct from the divine. Religious and secular thinkers have turned to ordinary experiences of interpersonal relations for insight into these purportedly more fundamental relations and the connection between them. This seminar examines the role of interpersonal relationships in recent religious, ethical, and political thought, with particular attention to the way they bring gender and sexual desire more centrally into view.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM, SD Arch: HUM Art: HUM EN: H

**L23 Re St 425 Zen Buddhism**

This course is designed as an exploration of the history, teachings, and literature of Zen Buddhism in China (Chan), Korea (Sôn), Japan (Zen), and the United States. We discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we briefly explore the response of Zen teachers and practitioners to questions of war, the environment and other contemporary issues. Open to seniors and graduate students. Prerequisites: L23 Re St 311 Buddhist Traditions or instructor's permission.

Credit 3 units. A&amp;S: TH A&amp;S IQ: HUM, LCD EN: H

**L23 Re St 4250 Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the

relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM EN: H

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**L23 Re St 4300 Pilgrims and Seekers: American Spirituality from Transcendentalism to the New Age**

The seminar focuses on the formation of "spirituality" in American culture from the transcendentalist world of Ralph Waldo Emerson and Walt Whitman on through more recent expressions of the "spiritual-but-not-religious" sensibility. For the purposes of this course, "spirituality" is usefully placed in quotation marks in order to emphasize its peculiar construction as something positively distinct from "religion" — a re-ordering of American religious thought and experience that we will explore in historical and contemporaneous terms. The social and political consequences of this turn to the spiritual over the religious will also be explored: for example, the consecration of liberal individualism, the environmental vision of nature mysticism, the blessing of a "bourgeois-bohemian" consumerism, and the negotiation of cultural pluralism.

Same as L57 RelPol 430

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L23 Re St 432 Early Christianity and Classical Culture**

This course explores the development of Early Christianity from the Apostolic fathers (late first century CE) to Augustine in the fifth century. We will be focused on contextualizing these early Christian communities within the classical Greek and Roman worlds through which they spread, examining their engagement with Greco-Roman models of rhetoric, philosophy and literature. Prerequisites: L23 307F Introduction to the New Testament or previous work in Classical Studies recommended but not required.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L23 Re St 4357 The Holocaust in the Sephardic World**

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry and film.

Same as L97 IAS 4357

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L23 Re St 4380 Islam, Transnationalism, and the African Diaspora**

This course is designed for students who are interested in religion among African immigrants and African diaspora communities living mostly, but not exclusively, in Europe and North America, especially during waves of migration to the Americas. We begin in the days of the transatlantic slave trade, where we examine how interactions, bricolage, and influences of Christianity, Judaism, African indigenous religions, and Islam have impacted the African diaspora living in the Americas. We equally examine how Islam served as a means of resistance to slavery and provided a spiritual connection with the motherland. Same as L90 AFAS 438

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L23 Re St 4401 Topics in Rabbinic Texts**

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prerequisites: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L23 Re St 444 The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS

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**L23 Re St 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics emphasized include: the relationship between believers and nonbelievers, the civil liberties of atheists, religion in the public schools, social radicalism and women's rights, and the more recent growth of religious disaffiliation and public atheism. The course considers not only the intellectual dimensions of freethinking unbelief but also the broader politics of secularism in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S: TH A&S IQ: HUM Arch: SSP Art: SSP EN: H

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**L23 Re St 4711 Topics in Religious Studies: Gender and Religion in China**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling. Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L23 Re St 479 Senior Seminar in Religious Studies**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L23 Re St 4790 Advanced Seminar: Empire and Messianism in the Middle East**

Senior Seminar: This course looks at imperial politics in its relations to monotheistic messianic movements and ideologies in the Islamic Mediterranean from the late antiquity to the 16th century. Messianic beliefs offered political hope, rallied opposition against the existing rule, defined and ordered lived reality for imperial subjects, presented a political leitmotiv for rulers, and advocated a just sociopolitical order to be realized in the immediate or indefinite future. Thus, this course attempts to see how politics became messianic by its very ability to promise a better future. Despite the chronological scope of the course, we examine only specific ideas, practices and movements as case studies to study in depth various facets of messianic movements and thought in their geographic and historical context. We use primary sources, which are the main methodological focus of the course, and secondary literature. We aim to develop skills in identifying, reading, analyzing and dealing with primary sources in their variety and critically engaging modern scholarship on the political role of Messianism. Students write a term paper and several reports on preassigned readings, and make regular class presentations. Admission preference is given to graduating seniors in JINELC, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary source language is highly desired but not required. Same as L75 JINE 4970. Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L23 Re St 480 Topics in Buddhist Traditions**

The topic for this course varies. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L23 Re St 4811 Reading Seminar in Religion and Chinese Literature**

A seminar on religion and Chinese literature with varying topics. Prerequisite: instructor's permission. Same as L04 Chinese 481. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L23 Re St 486 Europe's "Jewish Question": Emancipation, Anti-Semitism and Jewish-Christian Confrontation**

The so-called "Jewish Question" was a product of European modernity. It emerged in conjunction with the formation of modern states, Enlightenment projects for political reform, the decline of religious influence in society, and struggles over Jewish emancipation. In this seminar, students examine the unusual career of this obsession from the 16th through the 20th century by focusing selectively on a number of illustrative episodes: Christian Hebraism and the Reformation; the Enlightenment assault on religious power; European debates on Jewish emancipation; the emergence of the "Jewish Question" in the 19th century; anti-Semitism as a modern political phenomenon; the renewed discourse of Jewish "ritual murder" at the turn of the 20th century; Zionism and other forms of Jewish nationalism; and the question of anti-Zionism in the reformulation of the "Jewish Question" during the past half-century. Same as L22 History 4942. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L23 Re St 490 Topics in Islamic Thought**

The topic for this course varies. Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L23 Re St 498 Independent Work for Senior Honors I**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students enroll in L23 Re St 498 in the fall semester and L23 Re St 499 in the spring semester. Prerequisite: admission to the Honors Program. Credit 3 units.

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**L23 Re St 499 Independent Work for Senior Honors II**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students enroll in L23 Re St 498 in the fall semester and L23 Re St 499 in the spring semester. Prerequisite: admission to the Honors Program. Credit 3 units.

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**L23 Re St 4993 Advanced Seminar in History: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we examine the religious experience of women in a variety of settings — from household to convent. In particular, we try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority. Same as L22 History 4993. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L23 Re St 49CA Advanced Seminar in History: Religion and the Secular: Critical Perspectives from South Asia**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L23 Re St 49JK Advance Seminar in History: Blood and Sacred Bodies: Ritual Murder and Host Desecration Accusations**

This seminar follows the history of the ritual murder and Host desecration accusations from the origins in 12th- and 13th-century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Same as L22 History 49JK

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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## Romance Languages and Literatures

Romance Languages and Literatures offers vibrant programs in French, Italian, Portuguese and Spanish. Our language classes have long been popular with undergraduates, including those interested in international travel and those who anticipate a global dimension to their future careers. All of our classes focus on culture writ large: We study great texts, and we do so with an eye to gender roles, traditions, communities, individual freedom, social obligations and many other topics of critical importance today. We offer concentrations in French, Italian and Spanish, as well as applied linguistics and introductory Portuguese.

Our undergraduate programs in French, Italian and Spanish include a compelling series of language, literature, culture and civilization courses that introduce students to the global Hispanic, Francophone and Italoophone communities. The curriculum affords students the opportunity to become fluent in a foreign language, enrich their historical and cultural understanding, and acquaint themselves with influential intellectual, literary and artistic traditions.

Students also benefit from linguistic and cultural immersion opportunities through our many summer, semester and year-long study abroad programs. These programs offer unique possibilities to combine foreign language training with other interests, including participating in business internships in Paris; pursuing fieldwork in Cameroon; studying art history

in Italy, literature in Madrid, or Andean culture in Ecuador.

These experiences lead to a variety of career paths, including international law, international business, medicine, journalism, and graduate studies in political science, international relations, history, anthropology, art history, comparative literature, French and film studies. In order to prepare our students to take full advantage of such opportunities, our faculty provides an innovative range of courses that combine the study of literature with contemporaneous developments in philosophy, science, music, art and theory.

For undergraduates interested in cross-language study, we offer two programs. First, students may elect to major in Romance languages and literatures. This major requires advanced course work in French, Italian and Spanish, with one of the three languages as the focus of primary emphasis. Second, they may minor in applied linguistics, studying the theoretical, empirical and practical foundations of teaching and learning languages. The minor is available to all majors on campus but is particularly suited to language majors.

**Phone:** 314-935-5175

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**Website:** <http://rll.wustl.edu>

## Faculty

### Chair

**Michael Sherberg** (<http://rll.wustl.edu/people/sherberg>)

Chair and Professor of Italian

PhD, University of California, Los Angeles

### Endowed Professors

**Mabel Moraña** (<http://rll.wustl.edu/people/morana>)

William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program

PhD, University of Minnesota

**Elzbieta Sklodowska** (<http://rll.wustl.edu/people/sklodowska>)

Randolph Family Professor in Arts & Sciences

PhD, Washington University

### Professors

**Joe Barcroft** (<http://rll.wustl.edu/people/barcroft>)

PhD, University of Illinois at Urbana-Champaign

**J. Andrew Brown** (<http://rll.wustl.edu/people/brown>)

PhD, University of Virginia

**Pascal Ifri** (<http://rll.wustl.edu/people/ifri>)

PhD, Brown University

**Tabea Linhard** (<http://rll.wustl.edu/people/linhard>)

PhD, Duke University

**Rebecca Messbarger** (<http://rll.wustl.edu/people/messbarger>)

PhD, University of Chicago

**Stamos Metzidakis** (<http://rll.wustl.edu/people/metzidakis>)  
PhD, Columbia University

**Ignacio Sánchez-Prado** (<http://rll.wustl.edu/people/sanchez-prado>)  
PhD, University of Pittsburgh

**Joseph Schraibman** (<http://rll.wustl.edu/people/schraibman>)  
PhD, University of Illinois at Urbana-Champaign

**Michael Sherberg** (<http://rll.wustl.edu/people/sherberg>)  
PhD, University of California, Los Angeles

**Harriet A. Stone** (<http://rll.wustl.edu/people/stone>)  
PhD, Brown University

**Akiko Tsuchiya** (<http://rll.wustl.edu/people/tsuchiya>)  
PhD, Cornell University

**Colette H. Winn** (<http://rll.wustl.edu/people/winn>)  
PhD, University of Missouri-Columbia

## Associate Professors

**William Acree** (<http://rll.wustl.edu/people/acree>)  
PhD, University of North Carolina at Chapel Hill

**Tili Boon Cuillé** (<http://rll.wustl.edu/people/tili-cuille>)  
PhD, University of Pennsylvania

**Nina Cox Davis** (<http://rll.wustl.edu/people/davis>)  
PhD, Johns Hopkins University

**Seth Graebner** (<http://rll.wustl.edu/people/graebner>)  
PhD, Harvard University

**Ignacio Infante** (<http://rll.wustl.edu/people/infante>)  
PhD, Rutgers University

**Stephanie Kirk** (<http://rll.wustl.edu/people/kirk>)  
PhD, New York University

**Eloísa Palafox** (<http://rll.wustl.edu/people/palafox>)  
PhD, Michigan State University

**Julie E. Singer** (<http://rll.wustl.edu/people/singer>)  
PhD, Duke University

## Assistant Professor

**Javier García-Liendo** (<http://rll.wustl.edu/people/javier-garcia-liendo>)  
PhD, Princeton University

## Senior Lecturers

**Elizabeth Allen** (<http://rll.wustl.edu/people/allen>)  
PhD, Columbia University

**Marisa Barragán-Peugnet** (<http://rll.wustl.edu/people/barragan-peugnet>)  
MA, Saint Louis University

**Virginia Braxs** (<http://rll.wustl.edu/people/braxs>)  
MA, Washington University

**Annelise Brody** (<http://rll.wustl.edu/people/brody>)  
PhD, Johns Hopkins University

**Amanda Carey** (<http://rll.wustl.edu/people/carey>)  
MA, Arizona State University

**Heidi Chambers** (<http://rll.wustl.edu/people/chambers>)  
MA, Washington University

**Jody Doran** (<http://rll.wustl.edu/people/doran>)  
MA, Washington University

**Nancy Kay Schnurr** (<http://rll.wustl.edu/people/schnurr>)  
MA, Middlebury College

**Gail Swick Meeks** (<http://rll.wustl.edu/people/swick-meeks>)  
MAT, Washington University

**Iva Youkilis** (<http://rll.wustl.edu/people/youkilis>)  
MA, University of Virginia

## Lecturer

**Valéria M. Souza** (<http://rll.wustl.edu/people/valeria-souza>)  
PhD, University of Massachusetts Dartmouth

## Professors Emeriti

**Elyane Dezon-Jones**  
Doctorat de 3e Cycle, University of Paris

**John F. Garganigo** (<http://rll.wustl.edu/people/garganigo>)  
PhD, University of Illinois

**Michel Rybalka**  
PhD, University of California, Los Angeles

## Majors

Prospective Romance languages majors should consult with the director of Undergraduate Language Studies of the chosen language as early as possible.

For the French major, please visit the French (p. 464) page.

For the Italian major, please visit the Italian (p. 605) page.

For the Spanish major, please visit the Spanish (p. 821) page.

## The Major in Romance Languages and Literatures

Like our other majors, the Romance languages major requires a writing-intensive course and a capstone experience. Further details are available on the department's website (<http://rll.wustl.edu>).

**Total units required:** A minimum of 42 units at the 300 and 400 level, distributed among French, Italian and Spanish.

### Required courses:

- Language I: courses through the 400 level, including 307, 308, two literature surveys (French 325 and French 326, or Ital 323W and Ital 324W, or Span 335C and Span 336C),

and two 400-level courses (in Italian, two literature courses; in French, either two literature courses or one literature course and French 411; in Spanish, either two literature courses or one literature and one linguistics course).

- Language II: courses through the 400 level, including 307, 308, at least two literature surveys (French 325 and French 326, or Ital 323W and Ital 324W, or Span 335C and Span 336C), and one 400-level course (in Italian and French, a literature course; in Spanish, either literature or linguistics).
- Language III: courses through and including one literature survey (307, 308, plus, depending on the language, French 325 or French 326; Ital 323W or Ital 324W; Span 335C or Span 336C).
- One WI (writing-intensive) course either in Spanish or Italian, or via French 411 (fall only).
- A capstone experience, either by completing Latin Honors or by completing a senior undergraduate seminar in the junior or senior year with a grade of B+ or better. We encourage students to consider doing an honors thesis, perhaps combining French and Spanish. The 6 units of 495 (honors) would be above and beyond the requirements listed above for each language.

Students need to take these classes for a letter grade and earn a B- or better, with a B average overall, per departmental requirements of all majors.

Students need approval from directors of undergraduate studies for Italian, French and Spanish for this major.

### Additional Information

Students who plan to teach or pursue graduate study should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major the student must receive a grade of B- or above. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

**Spanish Honors in Linguistics:** To qualify for Spanish Honors in Linguistics in the major by thesis, a student must complete linguistic research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. The honors thesis in linguistics may include scientific experiments conducted in Spanish. The written thesis will include several drafts, all of which will be written in Spanish.

**Study Abroad:** Students are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, Ecuador, Mexico and Chile.

**Senior Honors:** Students who have maintained at least a 3.65 overall cumulative GPA through the end of the junior year are encouraged to work toward Latin Honors (cum laude, magna cum laude, summa cum laude). To qualify for Latin Honors in

the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin Honors by course work, the student must complete four literature courses at the 400 level, including two in literature before 1800, and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for honors are based on performance and the quality of the thesis or critical essays, plus the cumulative grade point average.

### Minors

For the minor in French, visit the French (p. 465) page.

For the minor in Italian, visit the Italian (p. 605) page.

For the minor in Spanish, visit the Spanish (p. 822) page.

### Courses

#### French

For French courses, visit the French (p. 465) page of this *Bulletin*.

#### Italian

For Italian courses, visit the Italian (p. 606) page of this *Bulletin*.

#### Portuguese

For Portuguese courses, visit the Portuguese (p. 765) page of this *Bulletin*.

#### Spanish

For Spanish courses, visit the Spanish (p. 823) page of this *Bulletin*.

### Russian Language and Literature

Students who want to achieve a high level of proficiency in the Russian language and study Russian literature in depth can pursue a minor in Russian language and literature. The program offers elementary through third-year language courses and a number of courses on 19th- and 20th-century Russian literature (in translation) on a wide variety of topics. Students are strongly encouraged to study abroad.

An independent minor, Russian language and literature (<http://ias.wustl.edu/russian/russian-language-literature>) is administered by International and Area Studies. Students undertaking this minor are encouraged to consider a major in Eurasian studies (p. 597) (through IAS), comparative literature (p. 320) or history (p. 494), all of which can be pursued with a focus on Russia and the former Soviet Union.

**Contact:** Mikhail Palatnik  
**Phone:** 314-935-4558  
**Email:** palatnik@wustl.edu  
**Website:** <http://ias.wustl.edu/russian>

## Faculty

### Endowed Professors

**Hillel Kieval** ([http://history.artsci.wustl.edu/hillel\\_kieval](http://history.artsci.wustl.edu/hillel_kieval))  
Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(History; Jewish, Islamic and Near Eastern Languages and Cultures)

**James V. Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))  
David R. Francis Distinguished Professor  
PhD, University of Chicago  
(Anthropology; IAS)

### Professor

**Margit Tavits** ([http://polisci.wustl.edu/margit\\_tavits](http://polisci.wustl.edu/margit_tavits))  
PhD, University of Pittsburgh  
(Political Science)

### Associate Professor

**Max J. Okenfuss** (<http://history.artsci.wustl.edu/okenfuss>)  
PhD, Harvard University  
(History)

### Assistant Professor

**Anika Walke** (<http://ias.wustl.edu/people/anika-walke>)  
PhD, University of California, Santa Cruz  
(History)

### Senior Lecturers

**Mikhail Palatnik** (<http://ias.wustl.edu/people/mikhail-palatnik>)  
MA equivalent, University of Chernovtsy  
MA, Washington University

**Nicole Svobodny** (<http://ias.wustl.edu/people/nicole-svobodny>)  
Assistant Dean, College of Arts & Sciences  
PhD, Columbia University

### Professor Emerita

**Milica Banjanin** (<http://complit.artsci.wustl.edu/people/milica-banjanin>)  
PhD, Washington University

## Majors

There is no major in Russian language and literature. Students interested in Russian are encouraged to consider a major in Eurasian studies (p. 597), comparative literature (p. 320) or

history (p. 494), all of which can be pursued with a focus on Russia and the former Soviet Union.

## Minors

### The Minor in Russian Language and Literature

**Total units required:** 20

#### Prerequisites:

Russ 101D Elementary Russian and Russ 102D Elementary Russian or the equivalent.

#### Requirements:

| Code   | Title                | Units |
|--|----------------------|-------|
| Russ 211D  | Intermediate Russian | 4     |
| Russ 212D  | Intermediate Russian | 4     |
| Russ 322D  | Third-Year Russian   | 3     |
| Russ 324D  | Third-Year Russian   | 3     |
| One 300- or 400-level course in Russian Literature   |                      | 3     |
| One elective course chosen either from an advanced Russian language and culture course (Russian 404, 405, 431 or 432) or from a Russian subject course taught in such departments as history, music or political science |                      | 3     |
| Total Units  |                      | 20    |

#### Regulations:

- Students can earn up to 6 credits from a semester or summer study abroad program, with the approval of the Russian language and literature adviser.
- All advanced units must be unique to the Russian language and literature minor (i.e., not counted toward any other major or minor).
- Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

## Additional Information

**Study Abroad:** Students are strongly encouraged to participate in a Washington University study abroad program in St. Petersburg, Russia. Semester options include both language and area studies programs. Although the summer program is language-focused only, there are programs available for students at any language level, including beginning. The university's programs in St. Petersburg are conducted under the auspices of the Council for International Educational Exchange (CIEE), the longest running such program in Russia.

Financial aid may be available for these programs through both Washington University and CIEE.

## Courses

Visit online course listings to view semester offerings for L39 Russ (<https://courses.wustl.edu/CourseInfo.aspx?scl=L&dept=L39&crslvl=1:4>).

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### L39 Russ 101D Elementary Russian

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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### L39 Russ 102D Elementary Russian

Continuation of 101D. Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L39 Russ 211D Intermediate Russian

Designed to solidify students' command of Russian grammar and advance conversational, reading and writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life. Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L39 Russ 212D Intermediate Russian

Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life. Credit 4 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L39 Russ 315 Selected Areas for Special Study I: Russian Music

Same as L27 Music 315  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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### L39 Russ 322D Third-Year Russian

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts and write compositions. Prerequisite: Russ 212D or equivalent. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L39 Russ 324D Third-Year Russian

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with

newspapers, read literary texts and write compositions. Prerequisite: Russ 322D or equivalent. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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### L39 Russ 332 From Swan Lake to Punk Prayer: Russian Theater, Drama and Performance

This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites. Credit 3 units. A&S IQ: HUM, LCD

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### L39 Russ 350C The 19th-Century Russian Novel (WI)

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Alexander Pushkin's *Eugene Onegin*, Fyodor Dostoevsky's *Crime and Punishment* and Lev Tolstoy's *Anna Karenina*. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a writing-intensive course: workshops are required. All readings are in English translation. No prerequisites. Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

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### L39 Russ 3559 Socialist and Secular? A Social History of the Soviet Union

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations and films. Students receive a foundation in Soviet political, social and cultural history with deeper insights into select aspects of life in Soviet society. Same as L22 History 3559  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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### L39 Russ 363 Russian Literature and Opera: Transpositions and Transgressions

This interdisciplinary course surveys the intersections between Russian literature and opera from the 19th century to the present. Literary works in a variety of genres (short stories, narrative poems, plays and novels) by Russian authors (with Pushkin as a clear favorite) have inspired generations of leading Russian composers, resulting in significant operatic adaptations, including Tchaikovsky's *Eugene Onegin*, based on Pushkin, Prokofiev's *The Gambler*, based on Dostoevsky, and Shostakovich's *The Nose*, based on Gogol. For each pairing of author and composer, we read and discuss the literary text

before considering the ways in which the original was refined, trimmed and generally transformed for the operatic stage. We frequently view opera productions and consider issues of staging, embodiment and fidelity to the original. The broader goal of the class is to consider the possibilities and limits of artistic media, specifically the points of agreement or dissonance between literature and music.

Same as L97 IAS 363

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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### L39 Russ 364 Anarchism: History, Theory, and Praxis

This course analyzes the origins, historical trajectories and influence of anarchism from its classical period (1860s-1930s) until the present. It examines the major personalities, complex ideas, vexing controversies and diverse movements associated with anarcho-collectivism, anarcho-communism, individualist anarchism, anarcho-syndicalism, anarchist feminism, green anarchism, lifestyle anarchism and poststructuralist anarchism. In doing so, it explores traditional anarchist concerns with state power, authority, social inequality, capitalism, nationalism, imperialism and militarism. It also analyzes anarchism's conception of individual and collective liberation, mutual aid, workers' organization, internationalism, direct democracy, education, women's emancipation, sexual freedom and social ecology. Special attention is given to past and contemporary globalizing processes and their relation to the dissemination and reception of anarchism in the global South.

Same as L97 IAS 364

Credit 3 units. A&S: SS A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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### L39 Russ 372 Dostoevsky's Novels

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed and Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, WI

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### L39 Russ 375 Topics in Russian Lit and Culture: Madmen or Visionaries? (WI)

Where is the borderline between "insanity" and the "visionary" experience? What is the correlation between madness and creativity? How does the Russian conception of madness compare to the Western one? In general, how do our cultural experiences shape our perception of madness? These are some of the questions we address in this course as we explore the role and representation of madness in Russian culture and literature. Class discussions focus on close readings of formative works by Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, Gippius and Nijinsky. These primary literary texts are supplemented by critical and theoretical articles as well as film. This is a writing-intensive course: workshops are required. All readings are in English translation. No prerequisites.

Same as L97 IAS 3750

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: IS EN: H

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### L39 Russ 379 Russians Abroad: Literature, Migration, Identity

This course focuses on several waves of Russian emigration in the 20th century: the so-called "White Russian" emigration

in the wake of the 1917 Revolution; the exile of dissidents and defectors from behind the "Iron Curtain"; Jewish emigration in the 1980s; and migrations and displacements after the disintegration of the Soviet Union. Through our exploration of novels, short stories, poetry, memoirs, literary essays and film, we "travel" to China (Harbin), Turkey, Europe (Paris, Berlin, Prague), America (Mexico City, New York), Central Asia and Israel. We read works by Nabokov, Tsvetaeva, Bunin, Brodsky, Ulitskaya and others. Main topics discussed include memory, place, nostalgia, alienation, citizenship, and various constructs of personal and cultural identity. All assignments are in English and English translation. There are no prerequisites.

Same as L97 IAS 379

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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### L39 Russ 3866 Interrogating "Crime and Punishment"

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *Crime and Punishment* has inspired diverse artistic responses around the world. From the 19th century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace — or luck — play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Same as L97 IAS 3866

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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### L39 Russ 396 Comintern: The Communist International's Global Impact

The Communist International was the third of the global left-wing organizations aimed to develop communist organizations around the globe to aid the development of a proletarian revolution. Begun in 1919, hosted in Moscow, and closely tied to the developing USSR, the Comintern hosted seven World Congresses and 13 Enlarged Plenums before Stalin dissolved it in 1943. This course examines the history of the nearly 25 years of the Comintern, paying particular attention to engagement with countries outside of the Soviet sphere. Class texts provide a general historical overview and interrogate central ideological arguments/debates across several countries and political systems. Course materials look at the Comintern's engagement with Fascism and the Spanish Civil War, ideas of Nationalism and Internationalism, and Self-Determination in the Colonial World. Class units are designed to highlight regional similarities and differences, taking a global approach to the study of Communism. Students gain an understanding of the global political complexities developing after World War I and leading to World War II. Reflecting on the critique of imperialist capitalism offered by the Comintern, students explore liberation struggles and ideological dictatorships around the globe.

Same as L97 IAS 396

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L39 Russ 404 Fourth-Year Russian**

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS

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**L39 Russ 405 Fourth-Year Russian**

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS

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**L39 Russ 419 Readings in Russian Literature, 1861 to 1917**

Credit 3 units. A&S IQ: LCD

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**L39 Russ 431 Russia Today and Yesterday: Cultural Perspectives (in Russian)**

On the basis of contemporary literature, official media, popular songs and films, the course examines the ever-changing culture of the Russian people and society during the pre- and post-perestroika periods. Class discussions, lectures and student presentations. Prerequisite: three years of college Russian or the equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM BU: IS

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**L39 Russ 432 Russia Today and Yesterday (in Russian)**

Readings of 19th- and 20th-century Russian writers, as well as other literary and non-literary texts. Refinement and expansion of Russian communication skills (speaking, listening, writing, reading). Class discussions, student presentations, compositions. Prerequisite: Russ 431 or the equivalent.

Credit 3 units. A&S: LA A&S IQ: LCD, LS Art: HUM

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**L39 Russ 442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Same as L22 History 4442

Credit 3 units. A&S: TH, CD

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**L39 Russ 4869 Reading War and Peace**

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's *War and Peace* in its entirety. Set during the Napoleonic wars (1805-1812), *War and Peace* takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In

our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for *War and Peace* and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.

Same as L97 IAS 4869

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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## Sociology

Sociology explores the processes that create and transform structures within social systems. Teaching and research in the Washington University Department of Sociology address central questions about how modern U.S. and global societies operate and evolve.

The department was re-established in 2015 after a hiatus of more than two decades. In the initial years of the new program, we will offer an expanding set of courses and activities that explore a variety of critical social issues. Examples include inequality across race, gender and economic class, as well as the sources and consequences of social conflict.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research also emphasize an understanding of social processes that is well grounded in empirical data on how societies actually function. The evolving program will give students the research tools to develop their own perspectives on social function. We also seek to engage with social policies and formal and informal social institutions to better understand the world in which we live and to help guide social change.

**Contact:** Candace N. Hall  
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**Website:** <http://sociology.wustl.edu>

## Faculty

### Professors

**Caitlyn Collins** (<http://sociology.wustl.edu/people/caitlyn-collins>)  
Assistant Professor  
PhD, University of Texas at Austin

**David Cunningham** (<http://sociology.wustl.edu/people/david-cunningham>)  
Professor  
PhD, University of North Carolina at Chapel Hill

**Steven Fazzari** (<http://sociology.wustl.edu/people/steven-fazzari>)

Bert A. and Jeanette L. Lynch Distinguished Professor  
PhD, Stanford University

**Hedwig Lee**

Professor  
PhD, University of North Carolina at Chapel Hill

**Mark Rank** (<http://sociology.wustl.edu/people/mark-rank>)

Herbert S. Hadley Professor of Social Welfare  
PhD, University of Wisconsin

**John N. Robinson, III** (<https://sociology.wustl.edu/people/john-robinson>)

Assistant Professor  
PhD, Northwestern University

**Jake Rosenfeld** (<http://sociology.wustl.edu/people/jake-rosenfeld>)

Associate Professor  
PhD, Princeton University

**Ariela Schachter** (<http://sociology.wustl.edu/people/ariela-schachter>)

Assistant Professor  
PhD, Stanford University

**Adia Harvey Wingfield** (<http://sociology.wustl.edu/people/adia-harvey-wingfield>)

Professor  
PhD, Johns Hopkins University

## Majors

### The Major in Sociology

The major in sociology provides students with a rigorous understanding of the ways in which social relations and settings shape a range of individual and group experiences and outcomes, with an emphasis on how various forms of inequality are created and propagated through time. Reflecting the diversity of social settings that motivate sociological inquiry, students will enroll in multiple introductory-level courses. We intend that these first courses will help students develop a sociological lens through which they can better understand the baseline determinants of inequality, social order and change.

Because the discipline draws on diverse theoretical and methodological tools to engage with these core issues, required course work ensures that students develop expertise in classical and contemporary theoretical concepts as well as both quantitative and qualitative research methods. Upper-level seminars provide majors and minors with an opportunity to apply these substantive, theoretical, and methodological foundations to a focused and deep study of specific sociological topics. The major additionally features a capstone experience, enabling students to deploy sociological tools to undertake original work

connected with a research project, internship, practicum or honors thesis.

### Major Requirements

**(a) Introductory requirement (6 credits total):** Any two 100- or 200-level sociology courses. (Students may substitute an upper-level sociology course for an introductory course with approval of their major adviser.)

**(b) Theory requirement (3 credits):** SOC 3001 Social Theory

**(c) Methods requirement (6 credits):** SOC 3030 Introduction to Research Methods and SOC 3050 Statistics for Sociology. Students may substitute Math 2200, Math 3200, or a disciplinary statistics course from another social science with the approval of their major adviser.

**(d) Upper-level sociology electives (15 credits):** Any five 300- or 400-level courses

**(e) Capstone (1-3 credits)**

To be fulfilled in two parts. First, attendance at a minimum of five department-sponsored events (this co-curricular requirement can be fulfilled at any point following a student's initial declaration as a sociology major.) We will maintain a list of qualifying events on our website, and our department administrator will coordinate a sign-in procedure to verify attendance at events. Second, majors will choose one of the following options:

- i. One-unit research paper tied to upper-level seminar (SOC 4900)
- ii. Internship (SOC 4910)
- iii. Honors thesis

Students who opt for internship or thesis options may apply those credits toward requirement (d), meaning that, in addition to their thesis or internship, they would need to complete four additional 300-/400-level courses.

## Minors

### The Minor in Sociology

#### Minor Requirements

**(a) Introductory requirement (3 credits total):** One 100- or 200-level sociology course

**(b) Theory requirement (3 credits):** SOC 3001 Social Theory (offered every year)

**(c) Methods requirement (3 credits):** Either SOC 3030 Introduction to Research Methods or SOC 3050 Statistics for Sociology

**(d) Additional upper-level sociology electives (6 credits):** Any two 300- or 400- level courses

Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill major or minor requirements.

## Courses

Visit online course listings to view semester offerings for L40 SOC (<https://courses.wustl.edu/CourseInfo.aspx?scl=L&dept=L40&crslvl=1:4>).

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### L40 SOC 2010 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.

Overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. We begin by investigating how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? We then shift our attention to patterns of racial inequality in the U.S., investigating the intersection of economic, political, and racial stratification. After analyzing national trends in racial stratification, we narrow the focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisites.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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### L40 SOC 2020 Order and Change in Society

Identification and analysis of processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that we all can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics include: the emergence of social roles and status systems; how social networks matter in communities, schools and other groups; and the performance, reproduction and subversion of privilege and inequality. No prerequisites.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L40 SOC 2030 Social Movements

Social movements are collective efforts to produce political, economic and/or cultural change. This course draws on a range of historical and contemporary case studies to analyze such collective actions by interrogating distinctive aspects of movements and their associated campaigns. Key questions include: When and where do movements occur, who participates and why, how do protest strategies and tactics develop, how do police and other movement targets react to challenges to the status quo, and how can we assess the direct and indirect impacts of contention? Introductory level, no prerequisites.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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### L40 SOC 2110 Social Inequality in America

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender and sexual orientation. This class examines these

intersecting categories from a sociological perspective — not simply as ways to classify people, but as social constructions that help to explain social inequality. We examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system and the labor force. Introductory level, no prerequisites.

Credit 3 units. A&S IQ: SSC, SD EN: S

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### L40 SOC 2510 Sociological Approaches to American Health Care

Exploration through the sociological lens of how health, illness, and health care delivery in the United States are influenced by the social structure in which they are embedded. With the backdrop of the ongoing crisis of health care in the United States and the controversy surrounding the Affordable Care Act, we focus on the intersection of diversity factors including such as race, social class, gender, sexuality that predict risks in navigating the health care system. Professionals representing a variety of health-oriented settings and serving the needs of a diverse constituency will share their perspectives. No prerequisites.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

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### L40 SOC 3001 Social Theory

Overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. Explores classical theories, including those developed by Marx, Weber, and Durkheim along with contemporary perspectives such as exchange and feminist theories. Class discussions and writing assignments emphasize application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L40 SOC 3030 Introduction to Research Methods

Overview of research methods commonly used to investigate sociological phenomena including experiments, surveys, ethnographic field research, and analysis of existing data. The course explores general issues in sociological research, such as research design, conceptualization and measurement, reliability, validity, sampling and ethical conduct. We also review applications of research methods in specific sociological studies and analyze how research results are communicated. This is a core course in the study of sociology. It has no specific prerequisites but some familiarity with sociological analysis is recommended.

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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### L40 SOC 3050 Statistics for Sociology

Introduction to descriptive and inferential statistical techniques used in sociological research. Topics addressed include probability distributions, data presentation and visualization, confidence intervals, hypothesis testing, and linear regression. Applications of statistical analysis drawn from sociological research and other social science data sources, such as polling and economic data. Students will use statistical software to complete assignments. Prerequisite: introductory course in sociology or consent of the instructor.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC EN: S

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**L40 SOC 3212 The Social Construction of Race**

Examination of race, ethnicity and racism from a sociological perspective to understand race as a socially constructed phenomenon manifested in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation and work. Application of sociological analysis to understand current race-related events. This course has no specific prerequisites but completion of an introductory course in sociology is recommended before enrollment.  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 3310 The New Inequality**

Exploration of recent trends of economic inequality in the United States that have reached levels not seen since before the Great Depression. We examine factors that account for the decades-long increase in economic disparities, paying particular attention to patterns in educational attainment, political developments, and the role of technological change. We will also compare recent movements in economic inequality and macroeconomic performance in the U.S. with other advanced industrialized nations. This course has no specific prerequisites but completion of an introductory course in sociology is recommended before enrollment.  
Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 3350 Poverty and the New American City**

Exploration of structural changes that are transforming the American urban landscape, especially for low-income populations. We begin with a review of classic theories of urban poverty and consider their relevance in the modern context. We then analyze key political, economic, demographic and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the "suburbanization" of poverty. We will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets and the state. Prerequisite: an introductory course in sociology or consent of the instructor.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L40 SOC 3410 Gender in Society**

Introduction to the sociological study of gender. The primary focus is U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace and schools. We will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class and sexuality shape the experience of gender; and the relationship between gender, power and social inequality. Prerequisite: introductory course in sociology or consent of the instructor.  
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 351 Topics in Sociology**

Improving the health of the U.S. population and reducing disparities in health are national priorities. To reach these goals much research has sought to determine the factors that influence health status beyond health care quality and access. This course explores the broad area of study termed the "social determinants of health," while placing special emphasis on the exploration of health disparities in the United States. We will examine the social conditions that relate to the health of populations with particular attention to how patterns of health vary by social class, race/ethnicity and gender. We will also consider mechanisms that produce and maintain these differences. In addition to sociology, we will draw upon the work of multiple disciplines including public health, demography, anthropology, public policy, economics and medicine to understand what makes our populations sick and what might make them better. Prerequisite: introductory course in sociology or consent of the instructor.  
Credit 3 units.

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**L40 SOC 3550 Sociology of Work**

Sociological understanding of work and, in particular, how work reduces or replicates inequality. Classic and contemporary sociological theories of work; how work in the U.S. has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded through the course is the exploration of barriers to racial, gender, and class inclusion and advancement at work. We will explore how organizational structures, policies and practices can increase or decrease those barriers. Prerequisite: introductory course in sociology or consent of the instructor.  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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**L40 SOC 3660 Social Conflict**

Comparative and historical examination of conflict between social groups, including groups defined by race, ethnicity and class. Readings combine classical and contemporary perspectives on collective conflict with in-depth analyses of historical and contemporary episodes. We discuss various ways in which conflicts can manifest, including the formation and hardening of divisive attitudes, discriminatory lawmaking and criminal justice practices, riots and collective violence, residential segregation, and sustained social movement activity. Prerequisite: introductory course in sociology or consent of the instructor.  
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 3710 Sociology of Immigration**

A review of theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa and the Caribbean. In this course we will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. We will explore why and how people migrate, immigrant integration, the impact of immigration on native-born Americans, and how government policies — at the national, state, and local level — shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a

legal sense. Prerequisite: completion of an introductory sociology course or consent of the instructor.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 3910 Economic Realities of the American Dream**

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 3950 Culture and Identity: Urban Ethnography in St. Louis**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, refer to Course Listings for description of current semester's offering.

Same as L98 AMCS 330D

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: BA EN: H

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**L40 SOC 4610 Seminar in Selected Topics in Learning & Memory: Collective Memory**

This course provides an overview and analysis of phenomena of people remembering as part of a group — one's country, one's state, one's university, one's family. Collective memories are critical for one's identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Clinton supporters on events in the U.S.). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory.

Prerequisites: Psych 100B and a course on human memory or permission of the instructor.

Same as L33 Psych 461

Credit 3 units.

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**L40 SOC 4621 Politics of Education**

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities and practices are promoted, and others, not.

Same as L12 Educ 462

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L40 SOC 4750 Sociology of Education**

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Same as L12 Educ 453B

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA, ETH

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**L40 SOC 4900 Research in Sociology**

Independent work linked to the material covered by an associated 300- or 400-level class in sociology leading to completion of a research paper. Work is supervised by the faculty member teaching the associated class. Registration may be concurrent with the associated course or after the course is completed. Successful completion of this paper satisfies the capstone requirement for the sociology major. Students will normally receive 1 credit for this course, but students may register for up to 3 credits with the approval of their faculty supervisor. Open to sociology majors only; register for the section assigned to the faculty supervisor. Prerequisite: approval of faculty supervisor.

Credit variable, maximum 3 units.

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**L40 SOC 4910 Internship in Sociology**

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of sociological material. Credit determined by the number of hours worked. Specific requirements are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the Career Center. Successful completion of an internship approved by the student's major adviser satisfies the capstone requirement for the sociology major. Open to sociology majors and minors only; register for the section assigned to the faculty supervisor. Prerequisites: completion of the "Learning Agreement" provided by the Career Center and approval of faculty supervisor.

Credit variable, maximum 3 units.

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**L40 SOC 4920 Teaching Practicum in Sociology**

Students may receive up to 3 units of credit for work assisting in course instruction, tutoring and preparation of course materials under the supervision of a faculty member. This course does not fulfill sociology major requirements. Register for the section assigned to the faculty supervisor.

Credit variable, maximum 3 units.

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**L40 SOC 497 Honors Thesis I**

Credit variable, maximum 3 units.

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## Spanish

Speaking Spanish is the key to unlocking the cultures, traditions and experiences of 20 different countries throughout the world. From the medieval knights and Don Quixote through the modern novels by prize-winning authors and the world of film, the Spanish faculty at the Department of Romance Languages and Literatures guides Spanish students into the unexpected territories of Europe and Latin America, territories that are as rich geographically as they are culturally. Students who major and minor in Spanish graduate with top-notch communication skills. Our students speak Spanish and they speak culture, which are valuable professional skills today. The exponential growth of the Spanish-speaking population in the United States, the constant

presence of Latin America at the top of America's political and business agenda, and the continued lure of Spain as a gateway to Europe and parts of Africa makes speaking Spanish and the ability to interpret the cultures of Spanish-speaking countries two of the most profitable and enjoyable skills that one can acquire.

Study Abroad opportunities complement our courses in St. Louis, including Freshman Focus programs in Argentina and Cuba; summer programs in Argentina and Spain; and semester programs in Chile and Spain. In addition, our Spanish program is linked to volunteer opportunities with the Latino community in St. Louis. For more information on the Spanish major and minor visit our website (<http://rll.wustl.edu/spanish/undergrad>).

**Contact:** Professor Eloísa Palafox  
**Phone:** 314-935-5002  
**Email:** [epalafox@wustl.edu](mailto:epalafox@wustl.edu)  
**Website:** <http://rll.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty (p. 810) page.

## Majors

### The Major in Spanish

**Required units:** 27-30

A minimum of 30 units (double majors: 27 units) at the 300 level or above, of which 21 units must be taken in residence. Study at Washington University's own programs in Spain or Chile is considered "in residence."

### Required courses

The following courses must be included in the 30 units:

#### Advanced Grammar and Composition (6 units)

Span 307D Spanish Level 4: Grammar and Composition (or elective if placed in L38 Span 308E)

Span 308E Advanced Reading and Writing (L38 Span 308E is now offered instead of L38 Span 308D)

- Students who place out of L38 Span 307D through Washington University's placement exam and consultation with the director of undergraduate studies receive back credits toward graduation but not toward the major. These students need to take another advanced (300- or 400-level) Spanish course to obtain the credits typically obtained through L38 Span 307D.
- L38 Span 307D is a prerequisite for the 300-level literature surveys.
- Students are strongly encouraged also to take L38 Span 308E before registering for the survey classes but may take

308E and their first 300-level survey concurrently (listed below).

### Three Literature Survey courses (9 units)

Three of the following courses, including one Peninsular and one Spanish-American course:

| Code     | Title                                    | Units |
|----------|--|-------|
| Span 341 | Literary and Cultural Studies in Spanish | 3     |
| Span 342 | Iberian Literatures and Cultures         | 3     |
| Span 343 | Latin American Literatures and Cultures  | 3     |

Study Abroad:

| Code      | Title  | Units |
|-----------|--|-------|
| Span 354  | A View from the Southern Cone: Perspectives on Art, Literature and Culture (Chile) | 3     |
| Span 3341 | Spanish Literature II in Chile/Spain (Spain)                                       | 3     |
| Span 3361 | Spanish-American Literature II in Chile/Spain (Spain/Chile)                        | 3     |

### Notes for students considering 400-level courses and study abroad:

- A minimum of two survey courses are prerequisites for all 400-level courses.
- One literature course taken in the Chile or Spain Romance Languages and Literatures semester programs, designated as an acceptable substitute, may be used as one of the three required 300-level survey courses. Students who still must fulfill a survey on campus after returning from study abroad may, with permission of the director of undergraduate studies in Spanish, petition to take an **appropriate** 400-level seminar in place of the remaining 300-level survey course. Otherwise, students may not take a 400-level course to replace a required 300-level survey course.

### One Culture or Linguistics Survey Course (3 units)

Choose one from:

| Code     | Title                                | Units |
|----------|--------------------------------------|-------|
| Span 370 | Introduction to Hispanic Linguistics | 3     |
| Span 380 | Topics in Hispanic Cultures          | 3     |

Study Abroad:

| Code      | Title  | Units |
|-----------|--|-------|
| Span 3181 | Spanish Culture and Civilization                       | 3     |
| Span 311  | Hispanic Culture and Civilization I (summer in Madrid) | 3     |

Span 313 Chilean Contemporary Culture (Chile) 3

### **Two 400-Level Seminars (6 units)**

Span 405W Major Seminar (selected topics)

Span 410 Major Seminar (selected topics)

Other 400-level class *taught in Spanish*

- **Beginning 2016-17, students may take 405W or 410 in any combination; 405W will fulfill the College's Writing Intensive requirement for those who need it.**
- When offered, **one** of the following language seminars may be substituted for one of the two 400-level literature seminars: Span 417 Spanish Phonetics, Phonology and Dialectology or Span 411 Advanced Grammar and Syntax.
- Span 370 (or consent of the instructor) is a prerequisite for the 400-level linguistics courses taught in Spanish.

Study Abroad:

- One 400-level seminar must be taken on campus
- Approved 400-level course from the Madrid or Chile program (refer to Study Abroad guidelines on our website (<http://rll.wustl.edu/abroad>))

### **Elective courses (two for single majors; one for double majors)**

| Code     | Title   | Units |
|----------|---|-------|
| Span 324 | Conversation in Cinema (Span 324 is the only University College course that can count as elective credit for the major and minor) | 3     |
| Span 331 | Hispanic Art/Arte Hispano   | 3     |
| Span 351 | Business Spanish  | 3     |
| Span 353 | Medical Spanish   | 3     |

Any other advanced 300- or 400-level Spanish (L38) class taught by a Romance languages and literatures faculty member

- Only one elective course taught in English may be taken, when available, for the major

Study Abroad:

- Span 322 Advanced Conversation in Spain
- Elective credit from semester programs in Santiago or Madrid
- Elective from the Latin American Studies summer program in Buenos Aires (either Latin American and Argentine Literature or Argentine History)
- Elective credit from Petitioned, Organization for Tropical Studies, School for International Training, or Comparative Literature programs (refer to Study Abroad guidelines on our website (<http://rll.wustl.edu/abroad>))

- Spanish courses completed (and approved) from Study Abroad programs other than those at Washington University may be used for Spanish elective credit only.
- All Study Abroad credit requires authorization from the director of undergraduate studies.

### **Other Requirements**

Prior to declaring a major, students are required to fill out a questionnaire about their previous preparation and objectives in studying Spanish. As seniors they may fill out an optional survey about the major. Double-major seniors may elect to do their capstone experience in a 400-level course; single majors must do so. The capstone may be fulfilled through the completion of a 400-level class with a B+ or better, or via Honors (refer to Honors guidelines on our website (<http://rll.wustl.edu/latin-honors>)). All qualified majors in the school of Arts & Sciences may elect to meet the requirements for honors. To be eligible to earn honors in Spanish, Spanish must be the student's prime major.

#### **Recommended for prospective teachers:**

1. A second language
2. Span 466, Span 467, Span 469, Span 413, Span 417, Span 411
3. Semester or year in Spain or Chile

#### **Recommended for prospective graduate students:**

1. A second language related to student's area of interests
2. Advanced work in other literatures, literary criticism and theory, and related course work in other literature or film programs
3. Year in Spain or Chile
4. Senior Honors by thesis or course work (refer to Honors guidelines on our website (<http://rll.wustl.edu/latin-honors>)). Students who have maintained at least a minimum cumulative GPA of 3.65 through the end of the junior year are encouraged to work toward Latin Honors (cum laude, magna cum laude, summa cum laude).

## **Minors**

### **The Minor in Spanish**

**Units required: 18**

The Spanish minor includes 18 units, of which 12 must be taken in residence. Students must complete courses with a grade of B- or above and maintain a B average or better overall in Spanish. Courses taken Credit/No Credit (Pass/Fail) do not count toward the Spanish minor.

## Required courses

### Advanced Grammar and Composition (6 credits)

Span 307D Spanish Level 4: Grammar and Composition (or elective if placed in 308E). Spanish 307D is a prerequisite for the 300-level literature surveys.

Span 308E Advanced Reading and Writing (Spanish 308E is now offered instead of 308D). Students are strongly encouraged also to take Spanish 308E before registering for the 300-level survey classes but may take 308E and their first 300-level survey concurrently.

### Two Literature and Culture Surveys (6 credits)

Two of the following courses, including one Peninsular and one Spanish American course:

| Code     | Title                                    | Units |
|----------|--|-------|
| Span 341 | Literary and Cultural Studies in Spanish | 3     |
| Span 342 | Iberian Literatures and Cultures         | 3     |
| Span 343 | Latin American Literatures and Cultures  | 3     |

Study Abroad:

| Code      | Title  | Units |
|-----------|--|-------|
| Span 354  | A View from the Southern Cone: Perspectives on Art, Literature and Culture | 3     |
| Span 3341 | Spanish Literature II in Chile/Spain                                       | 3     |
| Span 3361 | Spanish-American Literature II in Chile/Spain                              | 3     |

#### Notes for students studying abroad and/or students considering the major in Spanish:

- A minimum of two survey courses are prerequisites for all 400-level courses.
- One literature course taken in the Chile or Spain RLL semester programs, designated by the department as an acceptable substitute, may count as one of the three required 300-level surveys. Students who return from Study Abroad needing to complete one outstanding survey may, with permission of the director of undergraduate studies in Spanish, petition to take an **appropriate** 400-level seminar in place of the remaining 300-level survey. Students who do not receive approval from the director of undergraduate studies may *not* take a 400-level course in place of a required 300-level survey course.

### One Culture or Linguistics Survey Course (3 credits)

One of the following courses:

| Code     | Title                                | Units |
|----------|--------------------------------------|-------|
| Span 370 | Introduction to Hispanic Linguistics | 3     |
| Span 380 | Topics in Hispanic Cultures          | 3     |

Study Abroad:

| Code      | Title                               | Units |
|-----------|-------------------------------------|-------|
| Span 311  | Hispanic Culture and Civilization I | 3     |
| Span 3181 | Spanish Culture and Civilization    | 3     |
| Span 313  | Chilean Contemporary Culture        | 3     |

### One Elective Course (3 credits)

One of the following courses:

| Code     | Title                     | Units |
|----------|---------------------------|-------|
| Span 331 | Hispanic Art/Arte Hispano | 3     |
| Span 351 | Business Spanish          | 3     |
| Span 353 | Medical Spanish           | 3     |

Any other advanced-level Spanish course offerings either at the 300 or 400 level or approved study abroad course.

Study Abroad:

- Span 322 Advanced Conversation in Spain
- Elective credit from semester programs in Santiago or Madrid
- Elective credit from the Latin American Studies summer program in Buenos Aires (either Latin American and Argentine Literature or Argentine History)
- Elective credit from petitioned OTS, SIT, or Comparative Literature program (refer to Study Abroad guidelines on our website (<http://rl.wustl.edu/abroad>))
- Spanish courses completed (and approved) from Study Abroad programs other than those at Washington University may be used for Spanish elective credit only. All Study Abroad credit requires authorization by the director of undergraduate studies.

## Courses

Visit online course listings to view semester offerings for L38 Span (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L38&crslvl=1:4>).

#### L38 Span 101 Elementary Spanish 1

Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

#### L38 Span 102 Elementary Spanish 2

Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing and listening skills. In addition

to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Prerequisite: Span 101D or placement by examination. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L38 Span 201D Spanish Level 3: Intermediate Spanish**

An accelerated intermediate-level grammar review taught by a team of instructors in a MWF grammar class and a T/TH literature/composition class. Reviews basic and some advanced skills intensively with increased emphasis upon reading, writing, culture, and vocabulary learning. Prerequisite: Span 102D or placement by examination. Students must register for both a T/TH and a MWF class. Credit 5 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L38 Span 201E Intermediate Spanish I**

The first half of a two-semester intermediate-level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span102D, or placement by examination. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L38 Span 202 Intermediate Spanish II**

The second half of a two-semester intermediate-level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture and vocabulary. Prerequisite: Span201E or placement by examination. Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L38 Span 223 Intermediate Spanish Conversation and Culture**

Practice of spoken Spanish and expansion of vocabulary in a wide range of topics. Discussion and role play based on short readings, music and film. Use of the World Wide Web for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: 201D or equivalent. Concurrent enrollment in Span 307D recommended. Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L38 Span 245 Women's Fiction in Contemporary Spain**

This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939-1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-war and post-Franco Spain, including the effects of political repression and censorship; representations of gender and sexuality; and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. The course is taught in English. Credit 3 units. A&S: TH Art: HUM BU: IS EN: H

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**L38 Span 246 Freshman Seminar: Latin American Women in History and Culture: Icons and Idols**

In English. This class takes an in-depth look at various iconic female figures in the history of Latin America, examining their (self-) representation in history, literature, art and other cultural manifestations. We examine their lives, writings and art to learn more about the historical and cultural moment they

lived in; how this moment shaped their lives and how they, in turn, shaped their historical moment. We aim to draw the larger conclusions of how women in history, despite hostile circumstances, have managed to forge political, cultural and artistic identities and make an impact on the world around them. We study these women in a chronological fashion, showing how society's attitudes changed toward women and how, in some ways, paradoxically, stayed the same. The women we study are all very different in terms of identity, historical period and sociocultural background but all are similar in terms of their desire to overcome convention and resist repression — sometimes with very tragic results. Figures we study include La Malinche, Sor Juana Inés de la Cruz, Manuela Saenz, Delmira Agustini, Frida Kahlo, Eva Perón, the Mothers of the Plaza de Mayo, Rigoberta Menchú and Ingrid Betancourt. Prerequisite: concurrent registration in individually appropriate level of Spanish language course is required. Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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**L38 Span 247 Freshman Seminar**

Same as WGSS 247. Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., active discussion, writing. Topics vary; interdisciplinary focus. Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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**L38 Span 251 Latin American Nomads and Travelers**

Rites of passage and trespassing representing Latin American immigrants, nomads and travelers in narrative and film. This course is designed to map the multicultural context of travel, nomadism, displacement and immigration while studying narrative texts (*Before Night Falls*; *Heading South*, *Looking North*; *Life on the Hyphen*; *Translated Woman: Crossing the Border With Esperanza's Story*) and films (*El Norte*, *Gringuito*, *Old Gringo*, *Stand and Deliver*) by Latin American and Latino authors. We look at the images, metaphors and myths that pervade current conceptualizations of the borderlands and explore the variety of ways in which postcolonial rites of passage and trespassing inform the aesthetics of contemporary Latin American cultural expression. In English. Credit 3 units. A&S: TH BU: IS

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**L38 Span 252 Introduction to Latino/a Studies: Exploring Memory**

The course is an interdisciplinary introduction to Latino Studies, a discipline that studies the experiences and conditions of U.S. Latinos drawing from both the Social Sciences and Humanities. The course presents and analyzes works that include methodological strategies and analytical approaches to learning about U.S. Latinos. We analyze the social, political, and cultural forces that have affected the experiences of Latinos/as with particular attention to the ways in which historical, collective, family, and personal memories have shaped and continue to shape these experiences. We explore the intersections of history, place and identity through a selection of works, including literary and media studies, in order to understand the principle questions and concerns in the major fields of interest to U.S. Latino Studies. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 299 Undergraduate Independent Study**

Prerequisites: Span 201D and permission of the department.

Credit variable, maximum 3 units.

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**L38 Span 307D Spanish Level 4: Grammar and Composition**

This course combines a review of Spanish grammar and syntax with the analysis of several concrete examples of cultural production in Spanish. This dual emphasis on refining linguistic skills already studied, and exploring the cultural diversity of the Spanish-speaking world, will provide students with the tools for effective and culturally appropriate written and oral communication in Spanish necessary for establishing strong cross-cultural relations in today's interconnected world. Prerequisites: Span 201D or Span 202 or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L38 Span 308D Spanish Level 4: Grammar and Composition 2**

In-depth study of the process of writing, designed to prepare the Spanish major to write literary analysis. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM

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**L38 Span 308E Advanced Reading and Writing**

In depth study of the process of advanced reading and writing designed to prepare the Spanish major for upper-level courses. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination. Conducted in Spanish.

Credit 3 units. A&S: LA A&S IQ: LCD, LS BU: HUM EN: H

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**L38 Span 310 Advanced Intermediate Spanish in Spain**

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University Program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: placement by exam at Carlos III.

Credit variable, maximum 4 units.

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**L38 Span 311 Hispanic Culture and Civilization I**

Study of aspects of the political, social and cultural life of contemporary Spain and Portugal and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

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**L38 Span 312 Topics in Hispanic Culture and Civilization II**

Study of aspects of the political, social and cultural life of contemporary Latin America and their historical development. Class discussion; readings with compositions. Conducted in Spanish. Prerequisite: Span 201D or placement by examination.

Credit 3 units. A&S: TH, CD BU: BA EN: H

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**L38 Span 313 Chilean Contemporary Culture**

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture,

etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday, which features a visit to one of Neruda's houses, a history museum, etc.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: ETH

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**L38 Span 317 Advanced Spanish Language in Chile/Spain**

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director.

Credit variable, maximum 4 units.

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**L38 Span 3181 Spanish Culture and Civilization**

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics and the arts, dating from the first invasions of the Peninsula to the present. Students gain an awareness of the ethnic, cultural and aesthetic diversity of Spain as a country of multiple autonomous regions, by working with written texts and other media and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM BU: IS EN: H

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**L38 Span 322 Advanced Conversation in Spain**

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers and other modes of communication are used for oral presentations and some writing. Prerequisite: Span 301, 307D or 308E, or multiple 300-level courses.

Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L38 Span 325 Exploration, Traveling and the Double Gaze: Mapping Geography and Identity in Colonial Spanish America**

In this course we examine the geographical, cultural and ideological mapping as described in the travel/exploration chronicles of the 16th, 17th and 18th centuries. We focus on the Southern hemisphere (Peru) as well as the Northern Frontier (Mexico, New Mexico, La Florida, Colorado) while reading narrative texts such as Columbus' *Diario*, Cabeza de Vaca's *Naufragios*, Inca Garcilaso de la Vega's *The Florida of the Inca*, Francisco Vásquez de Coronado's *Narratives of the Coronado Expedition*, and Alonso Carrió de la Vandra's *El Lazarillo de ciegos caminantes* (guide for travelers in 18th-century Spanish America). We use art work and historical maps for our study of the cultural and ideological representations of alterity and of the geography of the colonial empire. In English.

Credit 3 units. A&S: TH

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**L38 Span 331 Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Postcolonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the USA. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of *Guernica* by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students visit the St. Louis and the Kemper Art Museums. Prerequisite: Span 308E. May be used for elective credit in the Spanish major or minor. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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**L38 Span 3321 Spanish Film Studies in Spain**

An introduction to contemporary Spanish film taught at Washington University's program in Spain. Prerequisite: approval of Washington University's program director.

Credit 3 units. BU: IS

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**L38 Span 3331 Spanish Literature I in Chile/Spain**

Introductory survey of Spanish literature from its beginnings in the Middle Ages to the baroque period at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent.

Credit 3 units. Art: HUM

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**L38 Span 3332 Early Modern Spanish Texts: Whose Golden Age Do They Represent?**

This course studies a series of work from 16th- and 17th-century Spain canonized by later readers as classics of national Spanish literature, that daringly experiment with the literary genres of their period to incorporate discourses from daily life, thereby revealing the decadence of imperial Spain and questioning the representation of this period as a "Golden Age." Includes the *Lazarillo de Tormes*, *El Abencerraje*, *Fuenteovejuna*, *La vida es sueño*, *La dama boba* and short narratives by Cervantes and María de Zayas. Prerequisites: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, LS, SD BU: IS EN: H

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**L38 Span 3334 Medieval Iberia: A World with Many Faces, Through its Texts and Other Cultural Artifacts**

This course offers a panoramic vision of the medieval literature of the Iberian Peninsula, from its beginnings until the end of the Middle Ages (11th to 15th centuries). We read student modernized and annotated versions of some of the most famous works of this period, originally written in Castilian: lyric and epic poetry, ballads, miracles and exemplary stories, and the first act of *Celestina*. This selection includes works written by Christian, Hispano-Arabic and Hispano-Hebrew authors, and also some works originally written in other languages of the Peninsula (Arabic, Hebrew, Portuguese and Latin), that were translated into Castilian during the Middle Ages and are now considered part of the corpus of Castilian literature, because they significantly influenced Castilian authors of this and later periods. We also use music, art, images of old manuscripts and books, and secondary readings that help us better understand the cultural

context of this period. Our discussion of the texts include topics such as the relations among the three main Cultures of the Peninsula: Arabic, Jewish and Christian, the role of the Christian Church in medieval society, the situation of minority and women, the presence of oral tradition in written texts, and the creation and spread of manuscripts and early printed books. Prerequisite: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD BU: HUM EN: H

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**L38 Span 3341 Spanish Literature II in Chile/Spain**

An introduction to key texts from Spanish literature in the 19th and 20th centuries at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent.

Credit 3 units. Art: HUM

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**L38 Span 334C Spanish Literature II**

An introduction to key texts from Spanish literature and culture in the 19th, 20th and 21st centuries in their specific historical contexts. Topics may include encounters between Arabs, Christians and Jews in the Iberian peninsula; issues of gender and sexuality; the modern city; discourses of nationalism; the Spanish Civil War; the Francoist dictatorship; transition to democracy; and contemporary challenges in an increasingly multicultural and multiracial society. Prerequisites: Span 307D; concurrent registration in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM BU: IS

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**L38 Span 3351 Spanish-American Literature I in Chile/Spain**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880); at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent.

Credit 3 units. Art: HUM

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**L38 Span 3352 Spanish-American Literature of the Long 19th Century: From Empire to Nation**

This survey examines the changing roles of literature and its creators during the period that saw the end of the powerful Spanish empire and the emergence of the political framework of independent nations we are familiar with today. Students are introduced to prominent themes such as independence writing, the experience of race in literature, romanticism, civilization vs. barbarism, the appeal of literature to popular classes, modernismo, the place of literature in nation building and in shaping national identity, and the idea of the past as present. Prerequisites: Span 307D or permission of instructor; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD, LS EN: H

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**L38 Span 335C Spanish-American Literature I**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal Diaz, Las Casas, Inca Garcilaso de la Vega; and Aztec reactions to the Conquest in the early period and on Sor Juana in colonial times. After the period of independence from Spain (1810-1824), the focus is on the literary representation of the making of the new nations and cultural autonomy. Readings include chapters

of a picaresque novel, the representation of dictatorship, civilization vs. barbarism, the gaucho epic, and 19th-century fiction. Lectures and class discussions of the readings; exams, papers and short reports. Prerequisites: Span 307D; concurrent registration in Span 308E is allowed; completion of Span 308E is recommended. In Spanish.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM  
BU: IS

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### L38 Span 3361 Spanish-American Literature II in Chile/Spain

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308E or the equivalent.

Credit 3 units. Art: HUM

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### L38 Span 336C Spanish-American Literature II

A survey of major Latin American literary works focusing on canonical works of the 20th and 21st centuries in their cultural and historical contexts. The course includes discussions of major literary movements such as the avant-garde, the Boom and the post-Boom. Other topics may include the literary and cultural responses to revolution, dictatorship and the evolving definitions of Latin America. Authors may include Quiroga, Neruda, Guillén, Vallejo, Borges, Cortázar, Rulfo, Carpentier, García Márquez, Poniatowska, Fuentes, Ferré and others. Prerequisites: Span 307D; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD, LS Art: HUM  
BU: IS

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### L38 Span 337C The Chilean Short Story

In this course we trace the trajectory of the short story in Chile in the 20th century with special attention to such literary movements as realism, naturalism, vanguardism, surrealism and the new narrative, including the literature written during the dictatorship. The course tries to determine what specifically can be expressed about national identity through narrative, and is informed by historical, political and sociological analyses. The course includes several field trips to related sites and guest lectures by major Chilean writers and critics. Class requirements include a short essay, a long final essay and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. Conducted in Spanish.

Credit 3 units. A&S: TH Art: HUM

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### L38 Span 340 Nationalism in Action: The Spanish-American War

We study nationalism as it was in evidence in the Spanish-American War in the United States and in Spain as an outgrowth of each country's history. We read periodicals of the period and study caricatures and other artistic expressions, as well as writings by authors such as Stephen Crane, Galdós, Mark Twain, Fernando Ortiz, Ivan Musicant and others. Cuba, Puerto Rico and the Philippines are included in the scope of the course. Students are expected to present a book report orally and to write it formally; in addition, a term paper of about 15 pages on a topic chosen in consultation with the instructor serves as a final project. The course is conducted in English although students able to read other languages may do some of the readings in the original. May count as elective credit for the major if work is done in Spanish. Enrollment limited to 15 students.

Credit 3 units. A&S: TH

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### L38 Span 341 Literary and Cultural Studies in Spanish

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course covers a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as nation, colonialism/postcolonialism; modernity and postmodernity; popular and visual media; gender, race, migration and social class. The course combines the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that are explored throughout the semester. Prerequisites: Span 308E or concurrent enrollment in 308E. Taught in Spanish.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD  
Arch: HUM Art: HUM BU: IS EN: H

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### L38 Span 342 Iberian Literatures and Cultures

Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation between various cultures, languages and religions. Students engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: multiculturalism of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prerequisites: Span 308E or concurrent enrollment in 308E. Taught in Spanish.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD  
Arch: HUM Art: HUM BU: IS EN: H

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### L38 Span 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prerequisites: Spanish 308E or concurrent enrollment in 308E. Taught in Spanish.

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, LS, SD  
Arch: HUM Art: HUM BU: IS EN: H

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### L38 Span 349 Don Quixote in Translation

Because Cervantes' masterpiece is considered to be the first modern novel, it is absolutely essential to any understanding of literature as a whole. By way of a close textual reading, this course focuses on all the ways *Don Quixote* recapitulates almost the entire Western tradition and how it anticipates so many of the later developments of the novel. Course conducted in English.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 350 Undergraduate Seminar in Spanish Literature and Culture**

Taught in Spanish. Topics vary. Can be repeated for credit. This course can be counted as one of the three surveys required to obtain a Spanish major. Prerequisites: Span 307D; concurrent registration in Span 308E is recommended. Satisfies the 300-level literature survey requirement for the Spanish major and minor.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 3501 Latin American Women Writers in Translation**

Study of major 20th-century women writers in English translation. We read poems, plays, essays and short fiction by authors such as Agustini, Ocampo, Mistral, Bombal, Gambaro, Ferré, Valenzuela and others. Class conducted in English. Spanish majors do the readings and papers in Spanish. Enrollment limit 25.

Credit 3 units. A&S: TH Art: HUM BU: IS

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**L38 Span 3502 Spanish-American Short Novel**

Study of the 20th-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río.

Credit 3 units. A&S: TH Art: HUM BU: HUM

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**L38 Span 3503 Fiction, Crime and Enigma: Clues to Detective Narrative from the Americas**

Ever since the detective story took readers by storm during the last decades of the 19th century, the genre of detective fiction has continued to flourish while undergoing numerous transformations. Latin American literature is well known for the alternative re-readings of the crime fiction canon by well-established writers who broke canonical rules of classical and hard-boiled detective narrative and both parodied and politicized the genre through endless experimentation. In this course, we focus on the intersection of action and enigma, clues and patterns of a crime, the unraveling of a puzzle and the solution of a mystery in narratives by Poe, Borges, Chandler, Hammett, Valenzuela, Piglia, García Márquez and others, as well as in selected films based on their works. In English.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 3504 The Spanish Short Story During the Past 50 Years**

An explosion of storytellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen Martín Gaité, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Prerequisites: Span 307E; concurrent registration in Span 308D is recommended. Paper, midterm and final exams. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 3505 Borges in Translation**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications and structural elements present in Borges' poetry, essays and short stories. We also study a number of film adaptations of Borges' work, as well as a number of texts by writers he has influenced.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 3506 Women Writers of Early Modern Spain**

This course analyzes early modern women's writings (both secular and religious) by considering sociohistoric context, genre studies (autobiography, convent narratives, short prose fiction, poetry and theater) and feminist criticism. Critical approaches included consider issues of self-representation and subjectivity; performance; mysticism; life writing; feminist and lesbian utopias; cross-dressing; the body and spirituality; and the role of the Inquisition and confessors in the collaborative process of confessional writing. Class conducted in English. Spanish majors do the readings and papers in Spanish.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 351 Business Spanish**

Study of language and structures used in conducting business in the Hispanic world. We use actual materials from various businesses — advertising, marketing, real estate, accounting. Particular stress on speaking and writing. Prerequisite: Span 308E or permission of instructor.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM

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**L38 Span 353 Medical Spanish**

Designed for future medical professionals, this course provides students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students are given priority. Prerequisite: Span 307D.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM

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**L38 Span 354 A View from the Southern Cone: Perspectives on Art, Literature and Culture**

This course deals with current issues of cultural, social, political and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course seeks to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L38 Span 355 Spanish for the Social Sciences**

This is an advanced Spanish language course designed to develop conversational, writing and listening skills for students in the social sciences. Students will learn and use the language in a content-based format, guided by culturally sensitive readings, discussions and activities. Prerequisite: Spanish 307D. In Spanish.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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**L38 Span 360 Literature Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units. Art: HUM

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**L38 Span 3601 Cultural Studies Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units.

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**L38 Span 370 Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax) and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Credit 3 units. A&S: LA A&S IQ: LCD BU: HUM EN: H

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**L38 Span 380 Topics in Hispanic Cultures**

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prerequisites: Span 307D; concurrent registration in Span 308E is recommended. In Spanish. Topics vary from semester to semester. Consult section description for current offering.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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**L38 Span 400 Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating Spanish. For graduate students in the humanities and social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Span 401.

Credit 3 units. A&S: LA A&S IQ: LCD

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**L38 Span 401 Intensive Translation for Graduate Students II**

Continuation of Span 400. For graduate students in the humanities and social and natural sciences. Prerequisite: Span 400. Credit for Span 400 is contingent on completion of Span 401.

Credit 3 units. A&S: LA A&S IQ: LCD

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**L38 Span 4013 Second-Language Acquisition and Technology**

This seminar, for undergraduate and graduate students, transforms research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating and integrating technology into the language classroom. Course formats include readings, discussions and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social and Behavioral Sciences attribute and can be taken as an elective in several different programs.

Same as L12 Educ 4023

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L38 Span 405W Major Seminar**

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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**L38 Span 406 The Spanish Symbiosis: Christians, Moors and Jews**

This course explores the contributions of Christians, Muslims and Jews in the Spanish peninsula, which led to what historians have called a *convivencia* (the peaceful and productive coexistence of these groups in medieval Spain), albeit an arrangement that was often troubled and tested. Among the topics studied are the Visigothic kingdom, the "Golden Age" of Muslim and Jewish Spain, the *reconquista* (reconquest; a series of campaigns by Christian states to recapture territory from the Moors), the age of Alfonso X, the Inquisition, the conquest of the New World, the expulsion of the Jews and the *Moriscos* (Moors), and the formation of modern Spain. We read historical accounts by Vives, Américo Castro, Benassar. Literary texts in translation include some of the greatest works of the Spanish tradition: *The Cid*, *The Celestina*, Galdós' *Compassion*, Goytisolo's *Count Julian*, Aridjis's *1492* and excerpts from Fuentes' *Terra Nostra*, among others. Pertinent films are discussed in class. Prerequisite: reading knowledge of Spanish, Hebrew or Arabic, or permission of instructor.

Credit 3 units. A&S: TH, CD Art: HUM

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**L38 Span 407 Seminar in Spain: Cultural Encounters**

The Spanish, Latinos and non-Hispanic North American vis-à-vis "the Other." Designed to study the historical and ideological bases of attitudes and mutual perceptions that inform these three cultures' understanding of each other. Analysis of literary and extra-literary representations of the three identities in question teach students to think critically about the cultural, religious and political foundations of intercultural perceptions. Washington University students' experiences living in Spain provide a context for them to examine their own attitudes about "Hispanidad," as well as to learn about their own cultures (American, "Latino") as they are understood from abroad. Study of theoretical concepts of identity, ethnicity, minority, gender, culture and intercultural communication enables students to

participate in practical discussions based on observation and experience with an objective, critical understanding of how they perceive and are perceived by others. Fulfills 400-level literature course requirement for the Spanish major. Prerequisites: Span 307D, Span 308E and two 300-level literature surveys or the equivalent in Spanish. Course taught in Madrid, Spain, through the Washington University Madrid Program.  
Credit 3 units. A&S: TH

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**L38 Span 408 Topics in Medieval Literature and Culture**

This is a writing-intensive course that requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. In Spanish.  
Credit 3 units. A&S: TH

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**L38 Span 410 Major Seminar**

An undergraduate seminar. Topics vary. Prerequisites: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish. In Spanish.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

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**L38 Span 411 Advanced Grammar and Syntax**

This course presents a detailed study of Spanish syntax. Different theories (including generative theory) as well as the relationship between (morpho) syntax and other linguistic subsystems are considered. Special attention is also given to Spanish/English contrasts of particular interest to language learners and teachers. Prerequisites: 6 units of 300-level Spanish, or permission of instructor.  
Credit 3 units. A&S: LA A&S IQ: LCD

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**L38 Span 4111 Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam.  
Credit variable, maximum 4 units.

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**L38 Span 4112 Bilingual Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam or program director.  
Credit 3 units.

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**L38 Span 413 Linguistics and Language Learning**

The course, taught in English, provides a critical survey of various components involved in the relationship between linguistics and language learning. The course emphasizes the language learner and explores dimensions of second-language acquisition. The course begins with an examination of linguistic theories and then highlights the influence of linguistic theories on L2 acquisition research. The course then moves to an exploration of research on language and the brain. With this foundation, the course covers both internal and external factors related to language acquisition, such as language aptitude, age, gender, memory, prior knowledge, etc. In summary, theoretical and research dimensions of both linguistics and language learning are treated. This course counts as a requirement for

the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. Prerequisite: Ling 170 is recommended but not required.

Same as L12 Educ 4111

Credit 3 units. A&S: LA A&S IQ: SSC BU: BA EN: S

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**L38 Span 416 Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.  
Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L38 Span 417 Spanish Phonetics, Phonology and Dialectology**

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish-speaking world. Particular attention is devoted to language contact and bilingualism. Students read in areas such as history, sociolinguistics, dialectology and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.  
Credit 3 units. A&S: LA A&S IQ: LCD BU: IS EN: H

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**L38 Span 419 Feminist Literary and Cultural Theory**

This course intends to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisites: advanced course work in WGSS or in literary theory (300-level and above) or permission of the instructor required.  
Same as L77 WGSS 419

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L38 Span 420 Captivity and Its Consequences: Horror, Desire and Nostalgia in Colonial Narratives**

The objective of this course is to examine the formation and evolution of narratives of captivity in Latin American texts and their visual representations from the first indigenous and European contacts to the end of the colonial period. Prerequisite: Span 307D, Span 308E and at least two 300-level courses taught in Spanish; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 421 Argentinean Literature**

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 4211 Spanish-American Literature of the Colonial Period**

A selective survey of the literature of the three centuries between the first encounters of the European and American Indian cultures and independence from Spain. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD Art: HUM

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**L38 Span 423 Trotaconventos, Celestina & Co.: Go-Betweens, Love, Witchcraft and Other Related Subjects**

In this course we study how the literary figure known as the "go-between" evolved in Spanish literature, from its origins in Roman literature, the *Cantigas* and the *Exempla*, to its culmination in the *Libro de buen amor* and the *Tragicomedia de Calisto y Melibea*, also called *Celestina*. We also read a selection of texts that were influenced by *Celestina* and examine how their authors recreated *Celestina*'s characters and theme. Our analysis of the go-between leads us to a series of reflections about various related subjects, including the literary representation of love, the uses of language and magic as instruments of manipulation and power, and the ethical problems associated with such uses. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. Preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 424 Latin American Literature and Theory: Reading the State, Culture and Desire**

In this course, we pair literary and theoretical texts in order to hone a way of reading in which theory and literature are mutually informative, provocative and inspiring. The idea of these loose groupings is not to prescribe a particular relationship between given literary and theoretical texts but rather is a way to begin negotiating the necessarily multiple relationships of theory and literature. These pairings come to seem more artificial over the course of the semester as we trace a network of relations that begins to look more and more like the Borgesian map that covered up the entire territory it described. The object of the course is, thus, not to define or prioritize a particular set of relations but rather to practice a way of reading literature theoretically and theory literarily, by which the strengths of both are allowed to come to the forefront in their complexity. Thematically, the course has several nuclei: the triangulation of State, culture and art (Piglia/Foucault, Burman/Agamben); a psychoanalytic approach to art as desire (Lispector/Lacan/Cixous); and finally, a third nucleus about which the first two commingle completely: "post-State," proliferating desire, libidinal economies wherein the State is anachronism and failure (Arlt/Deleuze; Sorin/Virilio/Sitrin, Sassen; Bolaño/Zizek). Readings may include: Piglia, Foucault, Agamben, Arlt, Deleuze, Virilio, Sassen, Borges, Benjamin, Bolaño, Zizek, Lispector, Lacan, Cixous, as well as the films *Garage Olimpo* and *Historias mínimas*. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 425 Humanism, Magic and Rhetoric in 15th-Century Castilian Literature**

This course offers a panoramic view of 15th-century Castilian literature. We study a selection of texts produced both in the Castilian court and in some centers of higher learning, especially the University of Salamanca. The secondary readings help us to better understand the cultural context of the time and deepen our knowledge of four subjects that were highly present in the minds of 15th-century authors: humanism, rhetoric, love and magic. Because some of the texts selected for this course were written by (or have been attributed to) "converso" authors, we also examine the phenomenon of "converso" literature. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One hour preceptorial for undergraduates only. In Spanish.

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD EN: H

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**L38 Span 426 Latin American Theater**

Survey of dramatic and theatrical currents from the late 19th century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement and the effects of consumerism in representative plays from the Rio de la Plata, Chile, Colombia and Mexico. The course studies manifestations of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the 1960s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD

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**L38 Span 4261 The Erotics of Violence in Latin America**

The course is based on a combined analysis of theories on violence, nation and urban spaces, and the study of literary texts pertaining to the Latin American post-Boom. Some of the authors to be studied are Ricardo Piglia, Fernando Vallejo, Jorge Franco, Roberto Bolaño, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martín Kohan, Guillermo Arriaga, Daniel Alarcón, Paulo Lins, etc. The course is conducted in Spanish and focuses on the interconnections between sexuality, violence and political issues, and on the discursive strategies used for the representation of collective subjectivities and social conflict in Latin American societies.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 4281 Creative Difference: Reclaiming Spanish-American "Traditional" Novel**

This class focuses on a selection of aesthetically and socially representative 19th- and early 20th-century Spanish-American novels. Integrating a wide range of sources (critical essays, paintings, film), we explore abolitionist issues in *Sab* (Cuba), the reinvention of Amerindian legacies in *Aves sin nido* (Peru), and the different facets of modernization and nation-building in *Los de abajo* (Mexico) and *La vorágine* (Colombia). Students should finish the course with a broader knowledge of Spanish-American literary history, a deeper understanding of textual representations of gender, class and multiethnic identities, and a sharper awareness of their potential as reader and critic. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D, Span

308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units. A&S: TH, SD Art: HUM

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**L38 Span 4282 Voice into Print: The Art of Storytelling in Spanish-American Short Story**

The short story has been a central part of the extraordinary originality and vitality of Spanish-American writing, and it enjoys great popularity among scholars and the general public alike. Integrating a wide range of complementary sources (critical essays, paintings, film), this course brings together the best examples of the genre that span over a hundred years of the history of Spanish-American literature and exemplifies a variety of themes and forms: from the fantastic to the "magical-realist," from crime fiction to romance, from rural to urban. Special emphasis is placed on the topics of gender, ethnicity, religious syncretism, political resistance, and popular culture. Students familiar with the "canonical" works of Quiroga, Borges, Rulfo, Fuentes, Cortázar, García Márquez or Valenzuela discover many more vibrant voices representing a variety of national literatures: Sommers and Roa Bastos (Paraguay), Ponte, Bobes and Padura (Cuba), Vega and Ferré (Puerto Rico), Onetti and Peri Rossi (Uruguay). Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites for undergraduate students: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units. A&S: TH, CD Art: HUM

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**L38 Span 4291 The Politics and Poetics of Spanish-American New Novel**

When Spanish-American writers gained acclaim in the world literary scene in the so-called "Boom" of the 1960s, their spectacular success was often linked with the so-called magical realism that draws upon the oral and written tradition of both European and regional heritage (African, Amerindian) and shapes them to forge a uniquely Latin American poetics. Through theoretically informed approach, this course offers an overview of the most acclaimed Spanish-American novels published between 1950 and 1970, with special attention given to the divergent cultural legacies and political uses of "magical realism." Specific notions of New World/Old World, modernization/tradition, nation building/otherness are explored in novels such as: *Los pasos perdidos* by Carpentier (Cuba), *Pedro Páramo* by Rulfo (Mexico), *La ciudad y los perros* by Vargas Llosa (Peru), *Los recuerdos del porvenir* by Garro (Mexico), *La traición de Rita Hayworth* by Puig (Argentina), and *Cien años de soledad* by García Márquez (Colombia). Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units. A&S: TH, CD Art: HUM

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**L38 Span 430 Latin American Essay**

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz, Sabato, H.A. Murena. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 4301 Print and Power in 19th-Century Latin America**

Open to advanced undergraduate and graduate students, this seminar covers one of the most fascinating periods in Latin American history and cultural production, spanning from the eve of the wars for independence to eve of the Mexican Revolution (1800-1910). Several reasons make this period and the connections between print media or print culture and power worthwhile. This long century was the most war-torn in the region's history. Not only did writers engage issues of war on what was almost a daily basis, but war generated a wealth of new modes of literature. Debates on the slave trade and abolition also occurred during the 1800s, and largely in writing. And while places such as Lima, Peru and Mexico City were established printing centers during the Iberian occupation of the Americas, true printing revolutions were not widespread until during and after the wars for independence. One of the results to emerge during the first third of the century was that writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. And by the end of the century, educators and state bureaucrats teamed up to push for public primary education and literacy as components of progressive, "civilized" nations. Add to this the visual technologies and an overall surge in new forms of symbolic communication through print, and it is easy to see why this period offers such a rich backdrop for observing how print and power fit into the landscape we now know as Latin America. We pay special attention to themes including writing as a legitimizing force, writing and nation building, and the intersection of print with war, race, identity formation, modernity and ideologies. Readings include archival materials, wartime and popular poetry, novels by authors such as Jorge Isaacs and Ignacio Altamirano, writings by Simon Bolivar and Domingo Sarmiento, and modernista poetry and prose. Historical and theoretical selections guide our analysis of primary sources. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 431 Latin American Poetry I**

Survey of the major figures of Latin American poetry from the colonial period to modernism. Poets studied include Sor Juana, Caviedes, Avellaneda, Martí, Dario, Silva, Najera. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 432 Latin American Poetry II**

Survey of contemporary Latin American poetry, "postmodernismo" to the present. Poets studied include González Martínez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 433 Spanish-American New Novel**

This course offers a critical overview of the most acclaimed Spanish-American novels published between 1950 and 1970. The following texts are read critically with special attention given to the problematics of canonicity and formal experimentation:

*Los pasos perdidos* by Carpentier, *Pedro Páramo* by Rulfo, *La ciudad y los perros* by Vargas Llosa, *Los recuerdos del porvenir* by Garro, *La traición de Rita Hayworth* by Puig and *Cien años de soledad* by García Márquez. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L38 Span 434 The 19th-Century Spanish Novel

Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH Art: HUM

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#### L38 Span 435 Mediterranean Cultural Studies

This course is a cultural studies seminar for advanced undergraduate and graduate students. Taking a Mediterranean perspective as a background (and we certainly spend some time discussing what such a perspective entails), we investigate the different historical, political and cultural crossings that have been taking place and are taking place at the Iberian Peninsula. Rather than a historical or chronological survey, the different sections of the course focus on the questions and conflicts that arise in these different Mediterranean encounters. These appear articulated in a series of texts that include literature, film, historical documents, song and art. Even though we mainly concentrate on texts from the second part of the 20th century, the historical background, particularly regarding the Arab and Sephardic presence in Spain, is highlighted throughout the semester. The interdisciplinary approach of this course allows students to explore human and Mediterranean geography, analyze different genres, and, finally, discuss present problems and debates from a historical perspective. Some of the issues addressed include: the question of a Mediterranean perspective, Arab and Sephardic Spain, the Mediterranean during the Spanish Civil War and World War II, old and new migrations, sexuality, globalization, and tourism. Course requirements include short papers at the end of every section and a final paper for undergraduate students, a presentation on a related topic, and a research paper for graduate students. Prerequisites: Span 307D, Span 308E and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units.

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#### L38 Span 436 Spanish-American Fiction: 1970 to the Present

Study of Spanish-American narrative from the early 1970s to the present. Includes novels by writers both established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and writers associated with the newest novelistic trends (Eltit, Fuguet, Martínez, Paz, Valenzuela). Prerequisite: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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#### L38 Span 4361 Latin American Prose Fiction: 1975 to Present

Study of Latin American narrative from the late 1970s to the present includes both recent novels of writers established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and younger writers associated with the post-"Boom" phenomenon.

Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH Art: HUM

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#### L38 Span 442 Literature and Revolution

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L38 Span 443 The Inconvenient Indio: Imagining Indigenous Cultures in Peru and Bolivia

In the cultural history of the Andean nations, the Indio has always been a powerful yet perpetually unstable signifier, whose meaning is constantly redefined by non-Indians. An archaic residue for some, the bedrock of a new society for others, the Indio conjures contradictory imaginaries of articulation, combination, disjunction and metamorphosis that have shaped a wide range of debates: from assimilation and mestizaje in the context of nation-building and modernity, to the politicizing of ethnic identities in the context of immigration and globalization. Focusing on Peru and Bolivia, this course examines these cultural imaginaries and the debates in which they appear, as well as the models of community and identity they suggest. In doing so, we discuss topics such as the discourse of illness, indigenismo, transculturation, heterogeneity, violence and memory. Materials analyzed include poetry by César Vallejo and Carlos Oquendo de Amat; essays by José Carlos Mariátegui and Ángel Rama; José María Arguedas's novel *Los ríos profundos*; Jorge Sanjinés's film *El Coraje del pueblo*; and theatrical performances by Grupo Yuyachkani. Prerequisites: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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#### L38 Span 4471 Spanish-American Women Writers I

A study of women's writing from the turn of the century to 1970. Readings include novels, short stories, poetry, essays and autobiographical texts. Prerequisites: Span 307D, Span 308E and at least two 300-level literature course taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH, SD Art: HUM

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#### L38 Span 4472 Spanish-American Women Writers II

A study of contemporary women's writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love and power, women and politics, literary strategies, etc. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH, SD Art: HUM

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#### L38 Span 450 Special Topics in Hispanic Literature and Culture

Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. May be repeated for credit. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM

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**L38 Span 4502 Latin American Narrative in Film**

Analysis and discussion of a select group of films, focusing on their literary origins or their peculiar elaboration of critical conflicts in contemporary Latin American society. Films by Littin, Puenzo, Lombardi, Skarmeta, Solanas, Gutiérrez Alea, Lilienthal and others. Novels by Vargas Llosa, Carpentier, Amado, Puig, Skarmeta and Soriano. Course conducted in English. Does not fulfill 400-level literature requirement.

Credit 3 units. A&S: TH

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**L38 Span 4503 Latin American Film: Argentine Cinema**

This course examines the development of cinema in Argentina, from the earliest attempts to codify a particularly Argentine perspective in Tango musicals to the present day. We explore the relationships between both film and nation building and film and revolution. We also study the role of cinema in national memory, using the cinema of the post-dictatorship as a case study. We read widely in film, cultural and political theory to enrich our study of the various films under consideration.

Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. Conducted in Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS

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**L38 Span 450C Advanced Seminar Abroad in Spanish and Latin American Literature**

Credit 3 units.

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**L38 Span 451 Medieval Spanish Literature**

Study of the development of the principal literary traditions of medieval Spain, emphasizing major genres, themes and styles. Consideration of various critical approaches and responses to medieval texts. Lectures, papers and class reports. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 453 Survey of 18th-Century Latin American Narrative**

Exploring new ways of thinking; scientific observation and traveling; historiography; and the organization of knowledge. Analysis and discussion of a variety of 18th-century Latin American narratives such as conventual writing by women, memoirs, travel, scientific writing and newspaper articles, to understand how that century's attempts to compile, question, seek, build and reform came about. The narratives are regarded in their historical context and in a dialogue with some of the most recent literary studies about 18th-century Latin America. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 4533 Narratives of Fear: Violence in Latin American Literature**

This course analyzes different representations of violence in Latin American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves and assassins become the counter-discourse of the views of progress sustained by the

hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 455 History of the Language**

A study of the evolution of Spanish and its dialects from Latin to contemporary usage. Knowledge of Latin helpful but not required. Prerequisites: Span 307D and Span 308E.

Credit 3 units. A&S: LA

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**L38 Span 456 Romance Philology**

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Same as L34 French 456

Credit 3 units. A&S: LA

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**L38 Span 4571 Exemplarity, the Writing of History and the Beginnings of Chivalry in Medieval Spain**

This course is devoted to the study of exemplarity, historical discourse and chivalric fiction in medieval Iberia. It begins with an introductory selection of 13th-century texts that prepares students to better understand the development of Castilian identity, as shown in a selection of historical chronicles, and in some of the most canonical texts of the 15th century, such as *El Libro del Conde Lucanor*, *El Libro de buen amor* and *El Libro del caballero Zifar*.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 458 Gender, Politics and Writing in Women's Fiction of the Post-Franco Era**

This course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Esther Tusquets, Cristina Fernández Cubas, Rosa Montero, Carmen Riera and Adelaida García Morales), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria and Espido Freire). We consider the works of these women within their cultural, historical and political contexts, addressing issues such as the representation of gender and sexuality; the cultural impact of feminism, nationalism and globalization; and the influence of the publishing industry and the market on literary production. Whenever available, film adaptations of these literary works are used in conjunction with the readings. Prerequisites: Span 307D, Span 308E and at least two 300-level courses taught in Spanish. One hour preceptorial for undergraduates only. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 459 16th- and 17th-Century Drama**

Study of early modern Spain's highly influential and innovative *Comedias*, from Lope de Vega's creation of new popular forms for public *Corrales* to the spectacles of court theater for elite audiences in the generation that followed. Includes study of selected plays, as both texts and performances. Prerequisites: Span 307D, Span 308E and at least two 300-level courses

taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM BU: HUM

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### L38 Span 461 Cervantes: Don Quixote

Study of the famous work that launched the novel, giving voice to surprisingly different forms of experience and identity as it narrates the life of a crazed reader who attempts to rewrite his own history by becoming a knight errant. Includes Parts 1 and 2 of Cervantes' *Don Quixote*, a range of critical readings, and the use of visual media that reflect how this work has in subsequent centuries entered popular culture. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L38 Span 4611 The Golden Age Novelas

A detailed study of the novela, or novella, genre in 17th-century Spain, including selected novelas ejemplares by Cervantes and selected novelas amorosas and *Desengaños amorosos* by María de Zayas. The course considers the problem of exemplarity, the representation of transgression or deviancy, literary tradition and sociohistorical context in these works. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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### L38 Span 462 16th- and 17th-Century Prose

Reading of works that are groundbreaking in the formal development of Golden Age Spanish literature and in the representation of ideas concerning national and individual identity during the imperial period. To include *Dialogo de la lengua*, *Lazarillo de Tormes*, *Diana* and selected works by Guevara, Cervantes, Quevedo and Zayas. Seminar discussions and research paper. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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### L38 Span 463 16th- and 17th-Century Poetry

Classical Spanish poetry during the Renaissance and the baroque periods. Poets range from the Marques de Santillana and Garcilaso de la Vega to Luis de Gongora, San Juan de la Cruz and Francisco de Quevedo. Movements and trends explored include the tradition of courtly love, culteranismo, Spanish mysticism and conceptismo. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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### L38 Span 464 Self-Representation and Picaresque Fiction in Early Modern Spain

This course investigates self-representation through the figure of the picaro and fictional autobiography in the representative works of the Spanish picaresque genre (*Lazarillo*, *Guzmán de Alfarache* and *El buscón*). We also examine the figure of the picara in novels with female protagonists such as *La lozana andaluza* and *La picara Justina* (as well as a short story by María de Zayas) and consider the relation of the picara to women's roles in Spanish fiction and culture. This course considers aspects of gender, ethnicity, class and desire in the sociohistorical context of picaresque fiction as well as narratological approaches to these texts. Prerequisites: Span

307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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### L38 Span 465 The Spanish Trickster

A study of Spain's major picaresque novels in the Golden Age in the context of early modern Europe. Translations of works such as the *Lazarillo* and *El buscón*, as well as selected foreign imitations and parodies of the Spanish picaresque from the 17th and 18th centuries. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. Does not fulfill the 400-level literature requirement for the Spanish major but is applicable to other credit required for the major. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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### L38 Span 466 Second-Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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### L38 Span 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such as learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Credit 3 units. A&S: LA A&S IQ: LCD BU: BA EN: H

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### L38 Span 468 Don Quixote

A close reading of the English translation of Cervantes' masterpiece, with special attention given to the European literary context. Conducted in English.

Credit 3 units. A&S: TH Art: HUM

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### L38 Span 469 Reading and Writing in a Second Language

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range

of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction. Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L38 Span 4691 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute. Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L38 Span 471 Borges**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications and structural elements present in Borges' poetry, essays and short stories. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 472 19th-Century Novel**

Departing from writings on realism by both 19th-century European writers and more contemporary literary theorists, the course carries out a critical reappraisal of the notion of "realism" in the 19th-century Spanish novel. Texts covered include selected works of Benito Pérez Galdós, Leopoldo Alas (Clarín), and Emilia Pardo Bazán that represent different periods of their literary trajectory. Daily readings and discussions focus on issues such as: the "reality effect"; the poetics of detail; naturalism in the Spanish context; the aesthetics of beginnings and endings; gender and consumption; fin-de-siècle crisis of gender ("New Women" and emasculated men); the problem of modernity; and the intersections of gender, class and national identity. These critical issues are situated in the context of theoretical discussions on the complex, and often ambivalent, function of realist discourse in Spanish fin-de-siècle culture and society. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 473 Romanticism**

The origins of romanticism as a movement explored before reading and analyzing key works by the main Spanish romantic

writers: Cadalso, El Duque de Rivas, Espronceda, Larra, Mesonero Romanos, Becquer, Campoamor and Zorilla. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 474 Mexican Film in the Age of NAFTA (1990-2010)**

Starting in the 1990s, as NAFTA came into effect, Mexico revitalized its film industry and managed to produce not only a somewhat sustainable market within the country, but also a set of recognized figures in acting (Salma Hayek, Gael García, Diego Luna), directing (Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu), and moviemaking in general (Emmanuel Lubezki, Rodrigo Prieto, and others). This course explores the underlying processes that allowed for such a rebirth. The main focus of the course is to understand the contradictory impact of neoliberalism in film, understanding neoliberalism as the economic doctrine of unbridled free markets, and its social and cultural consequences. Paradoxically, neoliberalism allowed the industry to become financially and aesthetically viable, while becoming inaccessible to the lower classes in Mexico. The course mostly develops four of these processes: the undermining of nationalism as the main topic; the displacement of the target audience from the working classes, both rural and urban, to the urban middle class; the transformation of political cinema from the leftist films of the '70s to the conservative ideologies of neoliberal politics; and the intersection of Mexican film to the global market of so-called "art house cinema." Students compare films that have reached an international market with those viewed only within Mexico. In addition, students are introduced to critical approaches that allow them to appreciate these movies in the context of film aesthetics, social identities, and the relationship between film and economic development. Movies are shown outside of class in Spanish with English subtitles. The class is conducted in English. Written course work may be pursued in English or Spanish. No prerequisites. Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 475 The Other in Contemporary Spanish Fiction**

An examination of the various manifestations of "the other" in works of Delibes, Perez Reverte, Matute, Goytisolo, Riera, Atxaga. Aspects studied include history, culture, religion, language and gender. Ancillary readings treat theoretical as well as critical issues. Two or three short papers (two to three pages) and a longer paper with specific installments and revisions due during the semester (undergraduates, 15 pages; graduates, 20 pages). Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 479 Generation of 1898: Theater and Poetry**

Analysis of works by Azorin, Unamuno, Baroja, Maeztu and Valle-Inclán. Various approaches to each work encouraged, and the theory of "generations" questioned. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 480 The Generation of '98**

An analysis of the Spanish-American War, the warring parties, and particularly of the literature it created in Spain by authors such as Unamuno, Machado, Valle-Inclán, Azorín and Baroja. The "desastre" led to introspective analyses of philosophy, education, and history. It attempted to rediscover the Hispanic ethos, to re-create its landscape poetically, and to become European without losing its Spanish roots. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 481 Modern Drama**

Readings from 19th- and 20th-century playwrights such as Zorrilla, Benavente, Valle-Inclán, Lorca, Buero-Vallejo. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH Art: HUM

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**L38 Span 482 Topics in 19th-Century Spanish Cultural Studies**

Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 486 20th-Century Novel**

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L38 Span 487 Discourses on Gender in 19th- and 20th-Century Spain**

This course focuses on discourses on gender, from the late 19th century to the present in the context of feminism in Spain. We explore the social, political and cultural role of Spanish women (writers) within their specific historical contexts, with a special attention to their struggle to construct a new female subjectivity through their writings. To this end, their narrative fiction (novels, short stories) are read in conjunction with nonfiction writings (essays, journalism, etc.). Authors studied include 19th-century proto-feminists such as Emilia Pardo Bazán and Concepción Arenal; early 20th-century writers such as Carmen de Burgos, Margarita Nelken, and other female activists of the Republican period; and women writers of the post-War and post-Franco eras. Prerequisites: Span 307D, Span 308E and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduate students. In Spanish.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L38 Span 488 Narrating Mexico City**

The city has been one of the central topics of modern Mexican literature. Ever since the emergence of the modern capital at the end of the 19th century, urban culture became one of the central concerns of Mexican and Latin American intellectuals across the continent. With the emergence of the megalopolis and the new centrality of questions of violence, postmodernity and urban experience, Mexican literature and film have contributed, in the past 20 years, new ways to approach, discuss and narrate

the city. This class seeks to tackle different meanings of Mexico City in the cultural discourse of Mexico, by exploring novels (Carlos Fuentes, José Emilio Pacheco, Juan Villoro), poems (Manuel Mapes Arce, Vicente Quirarte, Fabio Morábito), urban chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquín Blanco) and films (*Amores perros*, *Todo el poder*, *Vivir mata*). Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 489 Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin American Avant-Garde**

This class proposes a study of the Latin American avant-garde as a phenomenon of "peripheral modernity" and as a critique of the "institution literature" developed by 19th century and modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonic texts, seeks to engage the avant-garde as a global cultural phenomenon with impact in literature, art, society and ideology. To achieve this, the class focuses on four regional contexts of the avant-garde. First, we visit post-Revolutionary Mexico, to understand the way in which the avant-garde redefined notions of literature in Latin America by carefully analyzing the stakes of groups such as the estridentistas or the contemporaneos. Second, we analyze the reinvention of Buenos Aires as a literary city in the 1920s and 1930s to understand the impact of "peripheral modernity" in the constitution of the avant-garde as a specifically Latin American phenomenon. Third, we discuss the impact of the *semana de arte moderno* of São Paulo, to understand how the idea of "antropofagia" created an articulation of the avant-garde with debates of cultural identity and transculturation. Finally, we go to the Andes to understand how avant-garde phenomena dealt with the questions of "divergent modernities." Authors discussed include Arqueles Vela, Manuel Mapes Arce, Jorge Cuesta, Xavier Villaurrutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Fernando Rosenberg, Haroldo de Campos, William Rowe and Roland Forgues. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L38 Span 490 Spanish Women's Fiction on the Edge of the Millennium**

The course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Cristina Fernández Cubas, Rosa Montero, Soledad Puértolas and Carme Riera), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria, Belén Gopegui). We consider not only the aesthetic innovations of these writers, but also their preoccupation with the following sociopolitical and cultural issues: connections between gender, sexuality and writing; their response to feminist literary criticism and politics; and their relationship to the market and consumer society in the context of globalization. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish.

Credit 3 units. A&S: TH, SD Art: HUM

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**L38 Span 491 18th- to 19th-Century Literature**

Readings in various genres covering significant figures and works in neoclassicism, romanticism and realism. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 4921 The Avant-Garde in Spain: Poetry/Visual Art/ Cinema**

This course examines the development of the avant-garde in Spain during the two decades prior to the Spanish Civil War (1936-1939) from an interdisciplinary perspective, including poetry, the visual arts and cinema. We first study the development of the historical avant-garde through a study of four key avant-garde movements either developed by Spanish artists or taking place in Spain: Cubismo (Pablo Picasso, Juan Gris), Creacionismo (Vicente Huidobro, Gerardo Diego), Ultraísmo (Gomez de la Serna, Cansinos-Assens, Pedro Salinas) and Surrealismo (Luis Buñuel, Salvador Dalí, Rafael Alberti, Luis Cernuda, Federico García Lorca and Joan Miró). We then analyze different connections with the historical avant-garde traceable in the work of a later generation of experimental Spanish poets and artists working under the strict censorship existing during Franco's fascist dictatorship, such as Jose Val del Omar, Joan Brossa, Antoni Tàpies, José Angel Valente, Pere Gimferrer, Jose Miguel Ullán and José Luis Guerin. We also incorporate in our discussion theoretical writings by various critics including Ortega y Gasset, Peter Burger, C. Brian Morris, and Román Gubern. Prerequisites: Span 307D, Span 308D and at least two 300-level literature/culture courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units. A&S: LA A&S IQ: LCD EN: H

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**L38 Span 494 20th-Century Poetry**

Examination of 20th-century Spanish poetry from Machado and Juan Ramon Jimenez to the Generation of '27 and younger poets. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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**L38 Span 495 Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted. Credit variable, maximum 3 units. A&S: TH

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**L38 Span 4951 Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of director of undergraduate studies. Preregistration not permitted. Pass/fail. Credit 3 units. A&S: TH EN: H

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**L38 Span 498 Contemporary Spanish Novel**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero,

Millas and Puertolas. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH

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**L38 Span 499 Contemporary Spanish Novel II: 1965 to Present**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero, Millas and Puertolas. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. In Spanish. Credit 3 units. A&S: TH Art: HUM

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## Speech and Hearing

The minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine and is designed for students interested in exploring topics related to typical and disordered human communication. Course work provides an overview of the fields of hearing, deafness, language and speech, with opportunities to explore related topics in more depth. This minor is especially valuable for students in fields such as psychology, education, philosophy-neuroscience-psychology (PNP), and linguistics, but has broad applicability for many fields of study. Course work completed as part of this minor can also be used to fulfill the total units requirements for graduation, and as prerequisites for graduate studies in audiology, deaf education and speech-language pathology; however, the minor may not be used as an Integration in Arts & Sciences Integrated Inquiry (IQ) curriculum (<http://college.artsci.wustl.edu/academics/IQrequirements>) and does not otherwise fulfill any Arts & Sciences distribution requirements.

**Contact:** William W. Clark  
**Phone:** 314-747-0104  
**Email:** [clarkw@wustl.edu](mailto:clarkw@wustl.edu)  
**Website:** <http://pacs.wustl.edu>

## Faculty

### Program Director

**William W. Clark** (<http://pacs.wustl.edu/our-faculty/william-w-clark-phd>)  
Professor of Audiology and Communication Sciences; Professor of Otolaryngology; Professor of Education  
PhD, University of Michigan

### Director of Audiology Studies

**L. Maureen Valente** (<http://pacs.wustl.edu/our-faculty/l-marureen-valente-phd>)  
Associate Professor of Audiology and Communication Sciences;  
Associate Professor of Otolaryngology  
PhD, Washington University

## Director of Deaf Education Studies

**Heather Hayes** (<http://pacs.wustl.edu/our-faculty/heather-hayes-phd>)  
Associate Professor of Audiology and Communication Sciences;  
Associate Professor of Otolaryngology  
PhD, Washington University

## Assistant Professors

**Brian T. Faddis** (<http://pacs.wustl.edu/our-faculty/brian-t-faddis-phd>)  
Assistant Professor of Audiology and Communication Sciences;  
Research Assistant Professor of Otolaryngology  
PhD, University of California, Davis

**Rosalie M. Uchanski** (<http://pacs.wustl.edu/our-faculty/rosalie-m-uchanski-phd>)  
Assistant Professor of Audiology and Communication Sciences;  
Research Assistant Professor of Otolaryngology  
PhD, Massachusetts Institute of Technology

## Other

For our full faculty list, please visit the PACS website.  
(<https://pacs.wustl.edu/our-faculty>)

## Majors

There is no major in this area. The minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (<http://pacs.wustl.edu>) at Washington University School of Medicine. The program also offers graduate programs in the fields of audiology, deaf education, and speech and hearing sciences, leading to the following degrees: Doctor of Audiology (AuD), Master of Science in Deaf Education (MSDE), Doctor of Philosophy (PhD)—Speech and Hearing Sciences.

## Minors

### The Minor in Speech and Hearing

Total units required: 15

#### Required courses:

Educ 234 Introduction to Speech and Hearing Disorders

#### Elective courses:

At least four of the following, totaling at least 12 units:

| Code      | Title  | Units |
|-----------|--|-------|
| PACS 401  | Anatomy and Physiology of Speech and Hearing | 2-3   |
| PACS 421  | Introduction to Electroacoustics             | 3     |
| PACS 424  | Speech and Hearing Sciences                  | 1     |
| PACS 4301 | Sign Language I                              | 2     |
| PACS 4302 | Sign Language II                             | 2     |
| PACS 434  | Typical Language Development                 | 3     |

|           |   |   |
|-----------|---|---|
| PACS 543  | Survey of Speech and Language Disorders                       | 2 |
| PACS 544  | Clinical Observation and Methods in Speech-Language Pathology | 3 |
| PACS 5601 | Clinical Audiology I  | 3 |
| Educ 408  | Education and Psychology of Exceptional Children              | 3 |
| Psych 433 | Psychology of Language  | 3 |
| Ling 170D | Introduction to Linguistics                                   | 3 |
| Ling 312  | Phonetics   | 3 |

## Additional Information

As the minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine, it may not be used as an Integration and does not otherwise fulfill any Arts & Sciences distribution requirements.

This minor is composed of a minimum of 15 hours that focus on the study of speech, language and hearing. Of these, at least nine (9) units must be at the 300 level or above. Courses to count toward the minor must be approved in advance by the minor adviser, and one or more elective courses must come from M89 PACS. Additional courses not listed may be allowed, with advance approval of the minor adviser, based on the student's individual area(s) of interest. Some courses may be subject to instructor approval in advance.

Special notes for students interested in continuing their studies in either the Doctor of Audiology (AuD) or Master of Science in Deaf Education (MSDE) program in PACS: Please consult the minor adviser for information on the appropriate course of study. In such cases, course work should focus upon applicable prerequisite courses; required introductory course work that can be waived during graduate enrollment; and other applicable requirements for professional certification. Completing other required course work prior to matriculation in one of the PACS graduate programs may impact a student's full-time status, course of study, tuition, scholarship amount, and/or other aspects of enrollment.

## Courses

Visit online course listings to view offerings for M89 PACS (<https://courses.wustl.edu/CourseInfo.aspx?sch=M&dept=M89>).

### M89 PACS 234 Introduction to Speech and Hearing Sciences and Disorders

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. Same as L12 Educ 234  
Credit 3 units. BU: BA EN: S

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**M89 PACS 401 Anatomy and Physiology of Speech and Hearing**

Introduction to anatomy and physiology of the peripheral hearing system and central nervous system, including functional descriptions of the systems and processes underlying speech and hearing function and dysfunction.  
Credit variable, maximum 3 units.

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**M89 PACS 4011 Behavior Management**

Introduction to various behavior management systems effective in both individual and group environments. Behavior interventions, classroom management strategies, environmental controls, psychodynamic techniques, and biophysical interventions are discussed, observed and practiced. Focus is on working with children who are deaf or hard of hearing. Lectures and experience with children. Prerequisite: Permission of department required.  
Credit 2 units.

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**M89 PACS 414 Hearing**

Study of the basic auditory phenomena: sensitivity, psychophysical attributes, masking, localization, adaptation and complex auditory perception. Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 416 Evaluation Techniques for Children Who Are Deaf or Hard of Hearing**

A basic introduction to psychometrics with emphasis on the selection, interpretation and evaluation of assessments. Specific techniques for evaluating intellectual, educational, and linguistic abilities and achievement in children who are deaf or hard of hearing, from infancy through adolescence, are discussed and demonstrated. Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 421 Introduction to Electroacoustics**

Introduction to the physics of sound. Topics include production, transmission and reception of sound and factors affecting human communication. Includes discussion, lectures, problems and lab.  
Credit 3 units.

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**M89 PACS 424 Speech and Hearing Sciences**

Surveys a broad array of speech and hearing science topics. Focus is on how speech and hearing science research findings can be applied to the practice of deaf education.  
Credit 1 unit.

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**M89 PACS 4301 Sign Language I**

Basics of American Sign Language are introduced, including vocabulary, grammatical structure, fingerspelling and cultural information about the deaf community. This is a highly interactive and participatory course.  
Credit 2 units.

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**M89 PACS 4302 Sign Language II**

Continues development of American Sign Language with additional vocabulary, emphasis on expressive and receptive abilities, conversational skills, and knowledge of deaf culture. This is a highly interactive and participatory course. Prerequisite: PACS 4301-Sign Language I.

Credit 2 units.

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**M89 PACS 434 Typical Language Development**

Study of typical language development, including the phonologic, morphologic, semantic, syntactic and metalinguistic aspects. Interactions between linguistic and other areas of child development will be discussed. Contrasts will be explored between typical and atypical child development to shed light on language learning processes.  
Credit 3 units.

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**M89 PACS 438 Early Literacy Development of Children Who Are Deaf or Hard of Hearing**

Development of early print-recognition, reading and writing of children who are typically hearing and children who are deaf or hard of hearing. Focus is on the years leading up to kindergarten. An overarching theme is the interaction between early language and early literacy development. Evidence-based strategies for differentiated instruction will also be discussed. Permission of department required.  
Credit 3 units.

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**M89 PACS 444 Amplification Systems and Aural Rehabilitation for Children**

This course will provide students with a broad understanding of amplification systems and principles and methods of aural rehabilitation as they apply to children who are deaf or hard of hearing. Amplification systems to be covered will include digital hearing aids, cochlear implants and a full range of assistive devices. Aural rehabilitation topics will emphasize patient management and will include communication strategies, conversation styles and speech recognition assessment. Students will be provided with videotapes, live demonstrations and in-class activities. Direct contact with children and technological devices will also be used to support lectures and discussions. Prerequisite: Permission of department required.  
Credit 2 units.

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**M89 PACS 4500 Observation in Deaf Education**

Supervised observation of children who are deaf or hard of hearing in educational settings. Prerequisite: Permission of department required.  
Credit variable, maximum 6 units.

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**M89 PACS 4511 Practicum in Deaf Education**

Study of typical language development, including the phonologic, morphologic, semantic, syntactic and metalinguistic aspects. Interactions between linguistic and other areas of child development will be discussed. Contrasts will be explored between typical and atypical child development to shed light on language learning processes. Prerequisite: Permission of department required.  
Credit 7 units.

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**M89 PACS 4512 Practicum in Deaf Education**

Supervised practicum in education of children who are deaf or hard of hearing. Students will be placed in field experiences (early, mid-level and culminating levels) in a variety of educational settings with a variety of age ranges, using interventions in areas such as language, speech, auditory training, reading, math and other content areas. Prerequisite: Permission of department required.

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Credit 7 units.

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**M89 PACS 4515 Language Instruction for Children Who Are Deaf or Hard of Hearing**

Principles and methods of developing competence in spoken English in children who are deaf or hard of hearing, birth to grade 12. Includes presentation of differentiated instructional techniques for teaching a diverse population of children who are deaf or hard of hearing English vocabulary, syntax and pragmatics, as well as techniques for auditory training. Evaluations and data-driven lesson planning/IEP/IFSP development will be discussed, as well as the role of families as engaged, educational partners in spoken language development. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 4525 Foundations of Literacy Theory and Instruction**

Principles and methods of developing reading and writing competence in children who are typically hearing, with an emphasis on the stages of development and appropriate teaching sequences. Based on this foundation, strategies and methods will be presented for making appropriate differentiated learning adaptations and interventions for reading instruction with students who are deaf or hard of hearing who have language and reading deficits. Additional topics include the use of children's literature in instruction, the intersection of language and reading development, content literacy, and general language arts instruction. 4525A: Emphasizes observation and some practice planning and teaching reading and writing with students who are typical and atypical learners, including children who are deaf or hard of hearing and who struggle to develop appropriate literacy skills. Observations will focus on areas such as how teachers use differentiated learning strategies for diverse learners, the use of children's literature in instruction, the intersection of language and reading development, instruction in content literacy, and general language arts instruction. Prerequisite: Permission of department required.

Credit 6 units.

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**M89 PACS 454 Mathematics and Content-Area Instruction for Children Who Are Deaf or Hard of Hearing I**

Principles and methods of teaching mathematics to students who are typically hearing and those who are deaf or hard of hearing. Strategies for other content-area instruction (science, social studies), use of instructional technology, and strategies for improving content literacy will also be discussed, with an emphasis on techniques for working with children who are deaf or hard of hearing. Students will practice developing and implementing lesson plans that are aligned to state and national standards. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 455 Mathematics and Content-Area Instruction for Children Who Are Deaf or Hard of Hearing II**

A continuation of PACS 454. Principles and methods of teaching mathematics to students who are typically hearing and those who are deaf or hard of hearing. Strategies for other content-area instruction (science, social studies), use of instructional technology, and strategies for improving content literacy will also be discussed, with an emphasis on techniques for working with children who are deaf or hard of hearing. Students will practice developing and implementing lesson plans that are aligned to

state and national standards. Prerequisites: PACS 454 and permission of department required.

Credit 3 units.

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**M89 PACS 457 Counseling Parents of Children Who Are Deaf or Hard of Hearing**

Examines the psychological needs of families who have children who are deaf or hard of hearing. The aim of the course is to help teachers of children who are deaf or hard of hearing interact more effectively with parents and caregivers, using a collaborative model that views families as engaged partners in the educational process. Students will develop a repertoire of interviewing and counseling skills, as well as learn about a wealth of resources to share with families. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 458 Speech for Children Who Are Deaf or Hard of Hearing**

Development, improvement and maintenance of speech skills for children who are deaf or hard of hearing through multisensory approaches. Articulation, voice and rhythm patterns are considered. Lectures, demonstrations and practice. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 460 Observation and Practicum in Audiology**

Supervised observation and practicum in audiology. Prerequisite: Permission of department required.

Credit 1 unit.

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**M89 PACS 4611 Practicum in Audiology**

Supervised practicum in audiology. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 4612 Practicum in Audiology**

Supervised practicum in audiology. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 4614 Practicum in Audiology**

Supervised practicum in audiology. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 4615 Practicum in Audiology**

Supervised practicum in audiology. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 4620 Clinical Externship in Audiology**

Full-time clinical externship in audiology (on campus). Prerequisite: Permission of department required.

Credit 12 units.

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**M89 PACS 4621 Clinical Externship in Audiology**

Full-time clinical externship in audiology (on campus). Prerequisite: Permission of department required.

Credit 12 units.

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**M89 PACS 4630 Clinical Externship in Audiology**

Full-time clinical externship in audiology (off campus).  
Prerequisite: Permission of department required.  
Credit 12 units.

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**M89 PACS 4631 Clinical Externship in Audiology**

Full-time clinical externship in audiology (off campus).  
Prerequisite: Permission of department required.  
Credit 12 units.

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**M89 PACS 466 Rehabilitative Audiology**

Principles and methods of aural rehabilitation with an emphasis on patient management. Topics include communication strategies and conversation styles, speech recognition assessment and hearing aid service provisions for adults, older persons, children and family members. Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 468 Pediatric Audiology**

Fundamentals of audiologic assessment for infants and children. Behavioral and electrophysiologic procedures, and assessment of auditory processing abilities, are presented. Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 470 Business Practices**

Issues relating to establishing a private practice including clinical management, small business and accounting practices, models of private practice, referrals and reimbursement, and managed care. Prerequisite: Permission of department required.  
Credit 2 units.

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**M89 PACS 5001 Electrophysiologic Techniques I**

Introduces basic concepts in administration and interpretation of physiologic and electrophysiologic measures, with focus on auditory evoked potentials (AEP). Content covers basic instrumentation, parameters and variables affecting the AEP, auditory brainstem response (ABR), middle (MLR) and late (LLR) evoked potentials, auditory steady state response (ASSR) and otoacoustic emissions (OAE). Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 5002 Electrophysiologic Techniques II**

Advanced concepts related to the administration and interpretation of physiologic and electrophysiologic measures. Content includes in-depth study of ABR and other auditory evoked potentials, and the clinical application of these for the audiologist. Additional topics include study of electrocochleography (ECoChG), P300 auditory responses, and mismatched negativity (MMN). This course will include a thorough study of intraoperative monitoring including neurophysiology and anatomy review, cranial nerve monitoring, spinal cord monitoring, and facial nerve monitoring. Prerequisites: Permission of department required.  
Credit 2 units.

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**M89 PACS 502 Pharmacology**

Includes basic information related to medications utilized for treating common hearing/balance disorders. Hearing and

balance side effects of medications are discussed, as are ototoxic and preventative mechanisms related to pharmacology. Prerequisites: Permission of department required.  
Credit 1 unit.

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**M89 PACS 505 Auditory Neuroscience**

Development of an in-depth understanding of issues related to auditory neurophysiology from the auditory nerve to the cortex. Prerequisites: Permission of department required.  
Credit 2 units.

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**M89 PACS 506 Genetics in Hearing Loss**

Study of the genetic causes of hearing loss and balance disorders, and syndromes affecting the auditory and vestibular systems. Prerequisites: Permission of department required.  
Credit 1 unit.

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**M89 PACS 507 Vestibular Disorders**

Comprehensive course covering the assessment, diagnosis and treatment of vestibular disorders. Prerequisites: Permission of department required.  
Credit variable, maximum 3 units.

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**M89 PACS 510 Auditory Perception**

Study of how the listener perceives parameters of and differences in acoustical stimuli. Perception of the speech stimulus is also studied in detail, both for listeners who are typically-developing and those who are deaf or hard of hearing. Prerequisites: Permission of department required.  
Credit 3 units.

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**M89 PACS 511 Hearing Conservation**

This course will cover topics related to hearing conservation, including effects of noise on hearing, environmental noise, classroom acoustics, federal regulations, interactions of noise and other agents, and ototoxicity. Additional topics may vary year-to-year. Prerequisites: Permission of department required.  
Credit 3 units.

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**M89 PACS 517 Counseling for Audiology**

Examines the relationship between clinician and patient in audiology. Topics include counseling theory and practices, and principles and methods of effective interviewing and counseling across the lifespan. Prerequisites: Permission of department required.  
Credit 2 units.

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**M89 PACS 519 Psychosocial and Educational Foundations of Deafness**

Examines psychological, social, educational, legal, historical, and cultural influences related to individuals who are deaf or hard of hearing. Additional topics include IEPs and interprofessional collaboration related to post-high-school transitions. Prerequisite: Permission of department required.  
Credit 3 units.

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**M89 PACS 543 Survey of Speech and Language Disorders**

Surveys a broad range of speech and language disorders in terms of associated characteristics, assessment techniques and treatment considerations. Prerequisites: Permission of department required.

Credit 2 units.

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**M89 PACS 544 Clinical Observation and Methods in Speech-Language Pathology**

Provides students with an introduction to clinical methods and observation experiences in speech-language pathology. Prerequisites: Permission of department required. Credit 3 units.

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**M89 PACS 551 Research Seminar**

A seminar of variable topics related to research in speech and hearing sciences. Each semester/section has its own specific area of focus, which may include an investigation of active areas of research, an overview of outcomes-based research and evidence-based practice for students' research projects, or thorough analysis and discussion of a specific area of active research. Refer to section description for information on specific topics by section. Prerequisite: Permission of department required.

Credit variable, maximum 3 units.

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**M89 PACS 551A Journal Club**

Presentation and discussion of current issues and recent research in the fields related to hearing and deafness. Prerequisites: Permission of department required.

Credit variable, maximum 6 units.

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**M89 PACS 554 Fundamentals of Early Intervention and Child Development**

Course provides information about general and exceptional child development, focusing on ages birth through five years. Course also discusses historical and philosophical tenets of early intervention practice, focusing on a collaborative coaching model, which views families as engaged partners in the child's education. Other topics include addressing needs of families from a variety of cultural and economic backgrounds, linking families to resources, and federal laws that govern special education services for children with disabilities including transitions in service provisions for children at the age of 3 years. Prerequisites: Permission of department required.

Credit 1 unit.

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**M89 PACS 555 Early Intervention: Serving Children Who Are Deaf or Hard of Hearing, Birth to Age 5**

This course provides an overview of early childhood development of children who are deaf or hard of hearing, birth to age 5, with particular focus on early speech and language development, intervention strategies, assessment techniques, instructional strategies, and aural rehabilitation. Course discusses the philosophical tenets of early intervention practice, which views families as engaged partners in the child's education, and respects cultural and linguistic diversity. Students will learn about IFSP and IEP development, as well as a variety of resources that can be provided to families. Prerequisite: Permission of department required.

Credit 3 units.

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**M89 PACS 558 Pre-Service Teacher Preparation**

This course is designed to help students in the deaf education teacher training program create a teaching portfolio that reflects their own teaching development. Students will demonstrate their ability to reflect on and critique their own teaching practice

especially in relation to course planning, instructional strategies, differentiated learning, data-based decision-making, tiered systems for supporting instruction, and classroom management. Professional issues, including developing a résumé and conducting interviews, will also be discussed. Prerequisites: Permission of department required.

Credit 1 unit.

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**M89 PACS 5601 Clinical Audiology I**

An introduction to the field of clinical audiology. Covers the role of the audiologist in the diagnosis and treatment of hearing disorders; the administration and interpretation of audiologic test results; and amplification systems and assistive devices, such as DM/FM technology. Additional topics may include relevant calibration and instrumentation requirements, audiology as a career, aural rehabilitation, and legal and ethical issues in the field. Prerequisites: Permission of department required.

Credit 3 units.

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**M89 PACS 5602 Clinical Audiology II**

Covers hearing evaluation and diagnosis in clinical audiology from infancy through adulthood. Topics include auditory processing disorders, functional hearing loss, and other advanced measures. Prerequisites: Permission of department required.

Credit 3 units.

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**M89 PACS 565 Hearing Devices in Audiology I**

Philosophical issues related to the selection and evaluation of hearing devices, including hearing aids and alternative devices. Means of adjusting hearing devices and measuring their function and benefit are covered. Prerequisites: Permission of department required.

Credit 3 units.

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**M89 PACS 5652 Hearing Devices in Audiology II**

Advanced issues related to the selection and evaluation of hearing aids. Means of adjusting hearing aids and measuring their function and benefit. Prerequisites: Permission of department required.

Credit 3 units.

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**M89 PACS 5653 Hearing Devices in Audiology III**

Course covers a variety of topics related to selection, fitting and rehabilitation of cochlear implant patients. Lectures and practical experience in psychophysical testing, programming of the cochlear implant, and auditory training. Prerequisites: Permission of department required.

Credit 3 units.

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**M89 PACS 569 Hearing Disorders**

This course covers the nature and causes of hearing disorders, including outer and middle ear, cochlear, retrocochlear and central nervous system. Prerequisites: Permission of department required.

Credit 2 units.

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**M89 PACS 570 Independent Study**

Students engage in independent work on the Independent Study, which demonstrates advanced critical thinking and writing skills. Prerequisites: Permission of department required.

Credit variable, maximum 6 units.

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**M89 PACS 5700 Capstone Project**

Independent work on the Capstone Project. Prerequisites: Permission of department required.  
Credit variable, maximum 6 units.

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**M89 PACS 5701 Capstone Project Seminar**

This weekly, joint meeting is intended to provide extra and preliminary support for initiation of the Capstone Project. Areas will include but are not limited to: journal article critique, scientific writing, overview of research design and methodologies, statistical review, support for graph and table construction, and others. Prerequisites: Permission of department required.  
Credit 1 unit.

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**M89 PACS 574 Statistics and Research Methods**

Examines experimental and field research methods as they apply to audiology and communication sciences. Covers such methods as surveys, survey interviews, content analysis, and experimental design. Prerequisites: Permission of department required.  
Credit 2 units.

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**M89 PACS 575 Special Topics**

Special topics in speech and hearing sciences, audiology and/or education of the deaf or hard of hearing. Contact the department for more information. Prerequisites: Permission of department required.  
Credit variable, maximum 4 units.

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**M89 PACS 577 Research in Speech and Hearing**

Prerequisites: Permission of department required.  
Credit variable, maximum 12 units.

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**M89 PACS 587 Dissertation Research**

Prerequisites: Permission of department required.  
Credit variable, maximum 12 units.

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**M89 PACS 885 Master's Nonresident**

Prerequisites: Permission of department required.

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## Urban Studies

The interdisciplinary major in urban studies is ideal for students drawn to serious examination of the profound issues confronting urban/metropolitan America. Urban Studies seeks to prepare students, indeed our nation's future leaders, for the challenge of solving these issues. We seek to prepare students to research and investigate issues concerned with evolving patterns of metropolitanism and the necessity for central city reconstruction; problems associated with regentrification, urban sprawl and affordable housing; crises confronting newly emerging immigrant communities and the social cleavages of urban marginalized communities; unemployment and underemployment; law and justice; HIV/AIDS and issues of public health; the economic underdevelopment of poor communities; race and inequality; the paradox of declining welfare rolls amidst escalating poverty rates; underperforming urban schools; and the in-migration

and out-migration of the city and its schools, among others. All available social indices suggest that such domestic issues in our central cities will only increase in significance in the years ahead. The fact that many of the aforementioned issues are deeply embedded in cities of the world makes Urban Studies not just focused on domestic cities but global cities as well.

Urban studies is a stand-alone major. The students presently in the program are jointly pursuing study in urban studies and in pre-law, pre-medicine, political science, educational studies, environmental studies, economics, international and area studies, philosophy-neuroscience-psychology, architecture, and comparative arts, among others. Our purpose is to prepare students to critically engage the social, political and economic dilemmas facing our cities, both domestically and internationally, with intellectual rigor, integrity, sensitivity and compassion. The program draws faculty and course work from the various academic units including, but not limited to, Arts & Sciences, the Brown School, the School of Law, the College of Architecture, and the Graduate School of Architecture & Urban Design. To complement our course work, Urban Studies accepts internships based locally, nationally or internationally, with appropriate support documents.

**Contact:** Carol Camp Yeakey  
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**Email:** [cyeakey@arts.wustl.edu](mailto:cyeakey@arts.wustl.edu)  
**Website:** <http://urbanstudies.wustl.edu>

## Faculty

### Founding Director

**Carol Camp Yeakey** ([http://education.wustl.edu/people/yeakey\\_carol-camp](http://education.wustl.edu/people/yeakey_carol-camp))

Marshall S. Snow Professor of Arts & Sciences

Professor

Director, Center on Urban Research & Public Policy (CURPP)

PhD, Northwestern University

(Education)

### Professors

**John G. Baugh Jr.** ([http://anthropology.arts.wustl.edu/baugh\\_john](http://anthropology.arts.wustl.edu/baugh_john))

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

(Linguistics)

**John R. Bowen** ([http://anthropology.arts.wustl.edu/bowen\\_john](http://anthropology.arts.wustl.edu/bowen_john))

Dunbar-Van Cleve Professor in Arts & Sciences

PhD, University of Chicago

(Anthropology)

**Adrienne D. Davis** (<http://law.wustl.edu/faculty/pages.aspx?id=5768>)

William M. Van Cleve Professor of Law  
JD, Yale University  
(Law)

**Gerald L. Early** ([http://english.artsci.wustl.edu/gerald\\_early](http://english.artsci.wustl.edu/gerald_early))

Merle Kling Professor of Modern Letters  
PhD, Cornell University  
(English)

**Steven Fazzari** ([http://economics.wustl.edu/people/steve\\_fazzari](http://economics.wustl.edu/people/steve_fazzari))

Bert A. and Jeanette L. Lynch Distinguished Professor of Economics  
PhD, Stanford University  
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PhD, Columbia University  
(History)

**James L. Gibson** ([http://polisci.wustl.edu/James\\_Gibson](http://polisci.wustl.edu/James_Gibson))

Sidney W. Souers Professor of Government  
PhD, University of Iowa  
(Political Science)

**John Hoal** (<http://samfoxschool.wustl.edu/directory/60>)

PhD, Washington University  
(Architecture)

**David Konig** ([http://history.artsci.wustl.edu/david\\_konig](http://history.artsci.wustl.edu/david_konig))

PhD, Harvard University  
(History; Law)

**Bruce Lindsey** (<http://www.arch.wustl.edu/directory/39>)

E. Desmond Lee Professor for Community Collaboration, Sam Fox School of Design & Visual Arts  
Dean, College of Architecture and Graduate School of Architecture & Urban Design  
MArch, Yale University  
(Architecture)

**William R. Lowry** ([http://polisci.wustl.edu/William\\_Lowry](http://polisci.wustl.edu/William_Lowry))

PhD, Stanford University  
(Political Science)

**Eric Mumford** (<http://samfoxschool.wustl.edu/directory/487>)

Rebecca & John Voyles Professor of Architecture  
PhD, Princeton University  
(Architecture)

**Kimberly Jade Norwood** ([http://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=303](http://law.wustl.edu/faculty_profiles/profiles.aspx?id=303))

JD, University of Missouri  
(Law)

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(History)

**Will R. Ross** (<https://renal.wustl.edu/bio/will-ross-md-mph>)

Professor of Medicine  
MD, Washington University  
(Medicine)

**Vetta L. Sanders Thompson** (<http://brownschool.wustl.edu/Faculty/FullTime/Pages/VettaLSandersThompson.aspx>)

PhD, Duke University  
(Social Work)

**Karen L. Tokarz** (<http://law.wustl.edu/faculty/pages.aspx?id=448>)

Charles Nagel Professor of Public Interest Law & Public Service  
JD, Saint Louis University  
LLM, University of California, Berkeley  
(Law)

**James V. Wertsch** ([http://anthropology.artsci.wustl.edu/wertsch\\_james](http://anthropology.artsci.wustl.edu/wertsch_james))

Vice Chancellor of International Affairs  
PhD, University of Chicago  
(Anthropology)

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(English)

## Associate Professors

**Lingchei Letty Chen** ([http://ealc.wustl.edu/people/chen\\_lingchei-letty](http://ealc.wustl.edu/people/chen_lingchei-letty))

PhD, Columbia University  
(East Asian Languages and Cultures)

**Michelle M. Duguid**

PhD, Cornell University  
(Business)

**Mary Ann Dzuback** ([http://education.wustl.edu/people/dzuback\\_mary-ann](http://education.wustl.edu/people/dzuback_mary-ann))

PhD, Columbia University  
(Education)

**Rowhea Elmesky** ([http://education.wustl.edu/people/elmesky\\_rowhea](http://education.wustl.edu/people/elmesky_rowhea))

PhD, Florida State University  
(Education)

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(Architecture)

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PhD, Yale University  
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**Shanti A. Parikh** ([http://anthropology.artsci.wustl.edu/parikh\\_shanti](http://anthropology.artsci.wustl.edu/parikh_shanti))  
PhD, Yale University  
(Anthropology)

**Sunita A. Parikh** ([http://polisci.wustl.edu/Sunita\\_Parikh](http://polisci.wustl.edu/Sunita_Parikh))  
PhD, University of Chicago  
(Political Science)

**Nancy Y. Reynolds** ([http://history.artsci.wustl.edu/nancy\\_reynolds](http://history.artsci.wustl.edu/nancy_reynolds))  
PhD, Stanford University  
(History)

**Denise Ward-Brown** (<http://samfoxschool.wustl.edu/directory/549>)  
MFA, Howard University  
(Art)

## Assistant Professors

**Sheretta Tekise Butler-Barnes**  
PhD, Wayne State University  
(Social Work)

**Ebony Duncan**  
PhD, Vanderbilt University  
(Sociology; Education)

**Michelle A. Purdy**  
PhD, Emory University  
(Education)

## Senior Lecturer

**Gay Goldman Lorberbaum** (<http://www.samfoxschool.wustl.edu/directory/475>)  
MArch, Washington University  
(Architecture)

## Adjunct Assistant Professor

**Sheri Notaro**  
PhD, University of Michigan  
(Psychological & Brain Sciences; Public Health)

## Majors

### The Major in Urban Studies

**Total required units:** 33 units, 21 of which must be 300-level or above. Of these 21 advanced units, no more than 6 units may be from independent study courses.

**Required courses:** URST 299 The Study of Cities and Metropolitan America; one introductory course in math or applied statistics; one 400-level independent study or an internship located locally, nationally or internationally; and a senior thesis (or senior seminar if offered).

**Elective courses:** There are five subject area concentrations in Urban Studies: neighborhoods and community development;

urban education; cities of the world; public policy/social policy; and public health. Once a student declares a major in urban studies, they will be assigned a major adviser who will help the student formulate the area concentration.

*Because of the nature of the major and requirements of the nonresidential components, majors are strongly encouraged to declare by their third semester in residency.*

## Additional Information

**Study Abroad:** The program offers the International Urban Scholars Study Abroad Program through Oxford University, the London School of Economics and Political Science, University of Cape Town in South Africa, and Fudan University in Shanghai, China.

**Senior Honors:** Urban studies majors are encouraged to work for Senior Honors, for which they may apply in the junior year. Acceptance into the program is based on the student's previous academic performance and a proposal to a core (not affiliated) faculty member in Urban Studies who agrees to supervise the honors research. The honors candidate must complete honors thesis research, which is evaluated by a three-member faculty committee.

## Minors

### The Minor in Urban Studies

**Total required units:** 15

**Required courses:**

| Code     | Title  | Units |
|----------|--|-------|
| URST 299 | The Study of Cities and Metropolitan America | 3     |

**Elective courses:**

12 units at the 300 level or above. All courses for the minor must be taken for a letter grade, with a passing grade of C or better. These courses must be home-based in three different departments or programs and may not include courses in the student's major field. A complete list of general courses that count toward the urban studies minor is published each semester in WUCRSL. No more than 3 units may be counted from among the following: directed readings, independent study, internships, University College, or credits from another institution including study abroad.

## Additional Information

The minor in urban studies facilitates the study of urbanization across the globe, from multiple disciplinary perspectives, and is designed to complement any major field of study. Students are encouraged to pursue course work, in companion with their major field of interest, that is distinctive yet complementary to the study of urbanization, which impacts all fields of inquiry. Courses

must be selected in consultation with the program director/  
adviser in Urban Studies.

## Courses

Visit online course listings to view semester offerings for  
L18 URST ([https://courses.wustl.edu/CourseInfo.aspx?  
sch=L&dept=L18&crslvl=1:4](https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L18&crslvl=1:4)).

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### L18 URST 101 Introduction to Urban Studies

This course provides a survey of the field of urban studies, utilizing the City of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course briefly revisits the experiences of previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social, political and economic dilemmas that many urban dwellers in St. Louis now face. The course reveals to students the intricacies of social welfare issues and policies among high density populations, in St. Louis, that are homogeneous and heterogeneous, at the same time. Visits and discussions with various governmental and nongovernmental agencies, and how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of urban studies for those who may be interested in pursuing a standalone major in the field of urban studies.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
BA EN: S

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### L18 URST 163 Freedom, Citizenship, and the Making of American Culture

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship and American identity. Introductory course to the major and minor. Same as L22 History 163

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Art:  
HUM BU: HUM

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### L18 URST 2020 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th- and 20th-century United States. Topics include legislation, patterns of migration, comparisons of different waves

of immigration, and changing social attitudes. This course is a core requirement for the ethnic studies concentration in American Culture Studies.

Same as L98 AMCS 202

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art:  
SSC BU: ETH, HUM

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### L18 URST 206B "Reading" Culture: How to Read Images: Visual Culture and Visual Literacy

Refer to section description.

Same as L98 AMCS 206

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:  
BA EN: H

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### L18 URST 2091 Freshman Seminar: The City in Early Modern Europe

From the city-states of Renaissance Italy to the 18th-century boomtowns of London and Paris, cities functioned as political, economic and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course examines how men and women, rich and poor, established citizens and marginal groups, tried to understand and manage life in the city. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include: urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

Same as L22 History 2091

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD BU: BA,  
HUM

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### L18 URST 233 Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH EN: H

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### L18 URST 258 Law, Politics and Society

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Same as L32 Pol Sci 258

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 298 Practicum in Urban Studies**

Practicum with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies adviser. Enrollment by permission of the instructor. Credit variable, maximum 3 units.

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**L18 URST 299 The Study of Cities and Metropolitan America**

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from a historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities, examining the consequences of urban transformation on federal, state and local politics on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation; crime and punishment; issues of academic achievement and under-achievement; and the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl and health care among others, are viewed from the perspective of social justice by exploring social, political, economic, racial and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing. Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 3025 Sports & Culture: Empire of Hoop: Basketball as American Culture**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester; refer to Course Listings for description of current semester's offering. Same as L98 AMCS 3025. Credit 3 units. A&S: TH A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L18 URST 303 Independent Study in Urban Studies**

Independent study with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies adviser. Enrollment by permission of the instructor. Credit variable, maximum 3 units. EN: S

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**L18 URST 3036 Migration and Modernity: Human Mobility, Identity and State Formation — Russian/Soviet/Post-Soviet Context**

This class introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this class, students are introduced to the historical, social and political dimensions of migration within, to and from the Russian Empire, the Soviet Union and its successor states. We look at the intersection of the movement of people with long-term economic, social and political transformations,

but also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside the historically grounded overview, the class explores concepts of citizenship, diaspora, nationality policy, gender specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation. Same as L97 IAS 384. Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L18 URST 304 Educational Psychology**

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semesters. Same as L12 Educ 304. Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L18 URST 3066 The American City in the 19th and 20th Centuries**

This course will explore the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course will focus on New York, Chicago, St. Louis, Los Angeles and Atlanta, although other cities may be included. Students will conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities. Same as L22 History 3066. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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**L18 URST 308 Human Variation**

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology. Same as L48 Anthro 307A. Credit 3 units. A&S: NS, SD, QA A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

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**L18 URST 3091 Poverty and Social Reform in American History**

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history. We will, however, focus primarily on how various social commentators, political activists and

reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L18 URST 313B Education, Childhood, Adolescence and Society**

An examination of childhood, child development and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students will clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students.

Same as L12 Educ 313B

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L18 URST 3141 Literacies, Schools and Communities**

The well-known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural and class diversity of students and what this means for learning in schools. In this course we engage with the perceived disjuncture between homes, communities and schools in an era of higher literacy standards, local literacies and community knowledge. We examine the contribution of sociolinguistics to what we know about language and literacy education, achievement and how this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse theories, systemic linguistic approaches and empowerment theories as lenses to formulate, challenge and critique the existing status of language and literacy education.

Same as L12 Educ 314

Credit 3 units. A&S: LA A&S IQ: HUM BU: BA EN: H

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**L18 URST 315 Introduction to Social Psychology**

Introduction to the scientific study of individual behavior in a social context. Topics: person perception, stereotyping and prejudice, attitudes, memory and political psychology, among other issues. Prerequisite: Psych 100B.

Same as L33 Psych 315

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 316F Rediscovering the Child: Interdisciplinary Workshops in an Urban Middle School**

It is said that at this time in history the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, we expand our views about learning by experimenting with the creative process of lateral thinking. In the first six weeks of the semester, we learn about learning by meeting with exceptional people with many scholarly, professional, and civic engagement accomplishments. We also learn by working in teams to develop an exciting set of 2-D/3-D, hands-on, problem-solving workshops for middle-schoolers

from economically disadvantaged urban families; the workshop curriculum is based upon students' knowledge and passion as well as their interests. During the last eight weeks, we deliver these workshops once a week to students at Compton-Drew Middle School (adjacent to the Science Center in the city of St. Louis). In this course we celebrate the choices of studies we each pursue, and expand our experience by learning from each other's knowledge bases and creativity. The course is open to students from all disciplines and schools, freshmen through seniors, and meets the multidisciplinary fieldwork requirement for AMCS majors.

Same as L98 AMCS 316F

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

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**L18 URST 3211 Introduction to Colonial Latin America**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans and Africans, we consider the following topics through primary written documents, firsthand accounts and excellent secondary scholarship, as well as through art, music and architecture: Aztec, Maya, Inca and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese and Amerindian); environmental histories; consolidation of colonialism in labor, tributary and judicial systems; race, ethnicity, slavery, caste and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade and global economies; urban and rural life; the roles of women, gender and sexuality in the colonies. Geographically, we cover Mexico, the Andes and, to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Premodern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: HUM

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**L18 URST 326 American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 and Econ 1021.

Same as L11 Econ 326

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

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**L18 URST 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization,

functions, activities and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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**L18 URST 3319 Health, Healing and Ethics: Introduction to Medical Anthropology**

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Same as L48 Anthro 3310

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

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**L18 URST 3331 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 333

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L18 URST 3352 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution; and the global context of the international flow of people, products, capitals and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities — Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L03 East Asia 3352

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: IS EN: H

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**L18 URST 3361 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 336

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L18 URST 3405 For Freedom's Sake: The Civil Rights Movement in America**

This course provides an introduction to the period of struggle in American history known as the Civil Rights Movement. Our primary task is to survey the major historical figures,

organizations, locations, strategies and ideas that coalesce to make the history of the movement. The course broadly covers the years of the Black Freedom Struggle between 1945 and 1971, with a sharper focus on the pivotal years of 1954-1965. By placing the movement within a broader context, the course seeks to identify the historical developments and social realities that made the movement necessary and possible. The class also looks at the years following the movement, and the general transition from Civil Rights to Black Power.

Same as L90 AFAS 3405

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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**L18 URST 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. Students are provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Same as L77 WGSS 343

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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**L18 URST 3472 Global Energy and the American Dream**

This lecture course explores the historical, cultural and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically and socially minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

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**L18 URST 348 Economic Realities of the American Dream**

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.

Same as L11 Econ 348

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L18 URST 3551 The Welfare State and Social Policy in America**

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that compose it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions and policies related to work, poverty and inequality.

Same as L32 Pol Sci 3551

Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

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**L18 URST 3581 Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Same as L32 Pol Sci 358

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 360 Religion and the Modern Civil Rights Movement, 1954-1968**

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents and observers believing that the net result of the marches, demonstrations and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures and communities that were indifferent, combative, instrumental and/or supportive of Civil Rights legislation throughout the mid-20th century.

Same as L57 RelPol 360

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L18 URST 3612 Population and Society**

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals

with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.

Same as L48 Anthro 3612

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS EN: S

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**L18 URST 3613 City of Peace: Baghdad in Medieval Times**

The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the eighth century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries and workshops to discuss life in the city. Because Baghdad was the seat of the Abbasid caliphate at the time, we examine its role as the hub of the empire (in politics, administration, economy and literature), and its links to and rivalries with other provincial cities.

Same as L75 JINE 361

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L18 URST 3626 Adventures in Nosology: The Nature and Meaning of Disease**

What is a "disease" and how do you diagnose one? What are "medicines" and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course considers the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African medical system as a baseline for comparison, the course then explores the nature of "nosology" (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course draws on ethnography, the history of medicine, bioethics and human biology to understand how these questions are asked and answered in different societies, times and places.

Same as L48 Anthro 3626

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI EN: S

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**L18 URST 3632 The American Frontier: 1776-1848**

This course will examine the nation's shifting frontier from independence through the Mexican-American War. It will consider people and places in flux as their nationality, demography and social order underwent dramatic changes. Students will make use of an extensive electronic archive of primary sources including period documents, historic maps and contemporary artwork, in order to consider how these sources confirm, reject or expand on the ideas they encounter in published scholarship.

Same as L22 History 3632

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM BU: HUM

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**L18 URST 3670 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic

objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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#### L18 URST 374 Drugs, Brain, and Behavior

This course will review information pertaining both to medications used to treat psychiatric disorders and to psychoactive drugs of abuse. By learning principles of pharmacology and mechanisms of action of these agents, students will develop an enhanced knowledge of the brain mechanisms underlying abnormal human behavior. Prerequisites: Psych 100B and one of the following: Psych 354 or 3401 or 344.

Same as L33 Psych 374

Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

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#### L18 URST 375 Topics in Urban Studies

Prerequisites: URST 299 and junior standing.

Credit 3 units. A&S: SS

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#### L18 URST 3755 Disability, Quality of Life & Community Responsibility

The increasing prevalence of disability presents major challenges for American society. Social participation can be a challenge for people with disabilities, while resources to address these needs tend to be limited. This course will begin by critically analyzing concepts of disability, Quality of Life, health and social participation. We will construct a framework for examining social participation and community resources across the lifespan. Public health, educational and environmental theories and methods will be applied to programs and services that aim to enhance quality of life with disabilities. We will analyze ecological approaches to enhancing social participation. Upon completion of this course, students will be equipped to analyze challenges and prioritize resources for individual and population health.

Same as L43 GeSt 375

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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#### L18 URST 3798 Building St. Louis History: The City and Its Renaissance

This course aims to provide a national and local understanding of how Americans and St. Louisans dealt with the problems of racism, poverty and sexism from 1945 to the present. While history courses traditionally require that students analyze the credibility and subjectivity of each historical source, this course further challenges students to use the methods of oral history to compare evidence from oral historical memory with written texts. By comparing St. Louis history with that of the rest of the nation, students analyze regional differences and understand the unique historical conditions that shaped this city.

Same as L22 History 3789

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### L18 URST 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide basic knowledge of GIS theory and applications using the existing state-of-the-art GIS software. The course is taught using a combination of lectures, demonstrations and hands-on, interactive tutorials in the classroom. The first week of the course provides a broad view of how students can display and query spatial data and produce map products. The remainder of the course focuses on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools are added to students' GIS toolbox so that they can complete a final independent project that integrates material learned during the course. Students are encouraged to design individualized final projects using their own or other available data; however, some already-prepared final projects also are available.

Same as L82 EnSt 380

Credit 3 units. A&S: NS A&S IQ: NSM Arch: NSM Art: NSM

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#### L18 URST 3874 International Public Health

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Same as L48 Anthro 3874

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC EN: S

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#### L18 URST 389A Power, Justice and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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#### L18 URST 394 Urban Development and the Global Economy

This course is designed to familiarize students with the urban effects of economic globalization and to provide students with tools that enable them to engage in scholarly and practical debates on economic growth and the city. Students are exposed to a variety of theoretical statements comparative studies, and case-specific research focusing on cities and the global economy. Topics include: industrial reorganization and its connection to the urban form; the ability of "dead" cities to adapt to economic change; how economic innovation is encouraged or suppressed within cities; growth coalitions and urban politics; networks and culture in relation to capitalist commitment to urban space; and the role of the arts and entertainment in new development versus production-based paradigms.

Same as L98 AMCS 394

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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#### L18 URST 400 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education

in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI EN: S

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#### **L18 URST 403 Directed Study in Urban Studies**

Directed study with an urban studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the urban studies adviser. Enrollment by permission of the instructor.

Credit variable, maximum 3 units.

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#### **L18 URST 4033 Video Microanalysis: Methods and Tools**

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing a social/cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events, and nonverbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Same as L12 Educ 4033

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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#### **L18 URST 404 Directed Readings in Urban Studies**

This course consists of readings in urban studies that deal with a range of contemporary issues, focusing on cities and the surrounding metropolitan regions. It can be taken only under the direction of the director of the urban studies program.

Prerequisite: permission of instructor. The student must be a declared major in urban studies. Consult program approval form.

Credit 3 units.

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#### **L18 URST 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).

Same as L48 Anthro 4041

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

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#### **L18 URST 406 Sexual Health and the City: A Community-Based Learning Course**

In this community-based learning course, students partner with a St. Louis AIDS service organization (ASO) or sexual health agency to explore how the interrelationships among gender, class, race/ethnicity and sexual identity shape sexual health decisions, outcomes and access to services. Students also examine the complex relationship between men's and women's life goals and constraints, on the one hand, and the public health management of sexual health, on the other. In collaboration with their community partner and its clients, students develop a project that addresses an identified need of the organization and the community it serves. Course readings draw from the fields of anthropology, public health, feminist studies and policy making. Prerequisite: PHealth 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics or permission from the instructor, which is determined based on past student's experience in the fields of medical anthropology or sexual/reproductive health.

Same as L90 AFAS 406

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC EN: S

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#### **L18 URST 4070 Global Justice**

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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#### **L18 URST 4101 Metropolitan Finance**

This course is an interdisciplinary examination of fiscal policies in metropolitan regions and the related public policies that can make them better or worse places for living and working. A particular focus is on the financial structures and arrangements — both public and private — that support or hinder quality of life in urban spaces. Core topics of study include the potential impact of decentralized governments on metropolitan economic development, determination of optimal arrangements for sharing fiscal responsibilities among levels of government, evaluation of local revenue and expenditure decisions, and assessment of prospects and options for intergovernmental fiscal reform. The course is consistent in its approach to policy. Drawing on literature in sociology, education, public finance, community development, political economy and other related fields, the course readings and experiences explore how fiscal policies can and do affect urban dwellers and their well-being. This is a departure from many public finance courses.

Such an approach leads to very different questions: How do liquor zoning regulations influence minority and nonminority children in schools? Should whites be paid to move into minority neighborhoods or vice versa? This approach to the study of metropolitan finance puts an emphasis on topics such as child care, public transportation, minimum wage, housing codes, street behavior, homelessness, incarceration, alcohol, sports stadiums, illicit drugs, tax abatements, water service, garbage collection, schools, higher education, sprawl and technological change, with consideration given to political, institutional and cultural factors. Students are required to attend hearings, meetings and other relevant functions associated with the

development of public financial policy. Prerequisites: URST 299 and either junior standing or permission of the instructor.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 4102 Latin America and the Rise of the Global South**

The rise of the global south — and the reordering of global geopolitics, economics and cultural imaginaries — is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region; we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa and India; and we reflect on the changing role, meaning and relationships of the United States in the region.  
Same as L48 Anthro 4102  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L18 URST 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS was expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not lack of knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates; ethics and responsibilities; drug testing and marketing; the making of the AIDS industry and "risk" categories; prevention and education strategies; interaction between biomedicine and alternative healing systems; and medical advances and hopes.  
Same as L48 Anthro 4134  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC EN: S

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**L18 URST 418 Studying the City: Approaches to Social Research**

In this course we explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high-quality social research, regardless of their substantive interests. To develop these skills we read about methods, assess published

research from a methodological perspective, and complete original research projects.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 4211 New Media Literacy and Popular Culture in Education**

At the closing of the 20th century, the "digital turn" began to shape how individuals learn, communicate and interact with one another. Current and emerging media technologies have continued to change how individuals (youth and adults alike) gather information; consume, produce and disseminate texts; and participate in both local and global communities through print- and screen-based platforms such as email, blog, podcast and mash-ups, among others. In this course, we explore what we mean by technology, the various types and uses of technology and the relationship of technology to literacy and education. We begin with characteristics of "new media" and consequences of the digital revolution. Then, we examine conceptualizations of literacy in a historical context—from literacy as reading and writing to literacy as multimodality, convergence and participation. Finally, we shift our inquiry to investigate how new media literacies and technologies are shaping (and are shaped by) different forms of popular culture in United States and international contexts, including parts of Asia, Australia, Europe, Africa and North and South America. We make explicit the connections to education and explore possible directions for research and practice, including copyright and fair use issues present in educational settings. Readings, discussions and activities online and in actual communities culminate in individual- and class-based new media productions. Prerequisite: at least junior standing or permission of the instructor.  
Same as L12 Educ 4211  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 4261 Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education and social stratification.  
Same as L12 Educ 4621  
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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**L18 URST 4280 History of Urban Schooling in the United States**

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to

examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.

Same as L12 Educ 4280

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L18 URST 4289 Neighborhoods, Schools, and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Same as L12 Educ 4289

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 4315 Culture, Language and the Education of Black Students**

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Same as L12 Educ 4315

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC EN: S

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**L18 URST 4361 Culture, Power and the State**

This seminar surveys anthropological theory and ethnography of the nation-state. We will discuss how culture and power are interrelated in the formation of state institutions and ideologies, governance and violence, social and spatial inequalities, and citizen identities, daily lives, and movements for change. We'll read key theoretical works (Weber, Marx, Foucault, Gramsci, liberal political theory, feminism, and post-structuralism, among others) and contemporary ethnographies of the state. Anthropology's place in public debates on "culture" and violent crises of the state — from Iraq to the U.S. heartland — will be addressed at the end of the semester.

Same as L48 Anthro 4361

Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L18 URST 4411 In the Field: Ethnographic and Qualitative Methods**

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretive analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences and describe the types of social organization (for example, gender relations, class systems, racial

divisions, or cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project, and in the process they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.

Same as L98 AMCS 441

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L18 URST 4511 Race, Ethnicity, and Culture: Qualitative Inquiry into Urban Education I**

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Same as L90 AFAS 4511

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 4512 Environmental Policy**

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH

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**L18 URST 453 Sociology of Education**

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.

Same as L12 Educ 453B

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, ETH

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**L18 URST 455 Topics in Urban Studies**

Prerequisites: URST 299 and senior standing.

Credit 3 units. A&S: SS

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**L18 URST 4601 Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decision-making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay

and abandonment; landlord-tenant relations; crime; and urban transport systems. Prerequisite: Econ 4011.  
Same as L11 Econ 460  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L18 URST 4608 The Education of Black Children and Youth in the United States**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.  
Same as L12 Educ 4608  
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM EN: H

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**L18 URST 461B Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.  
Same as L90 AFAS 461B  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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**L18 URST 462 Politics of Education**

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities and practices are promoted, and others, not.  
Same as L12 Educ 462  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L18 URST 4622 Labor and Labor Movements in Global History**

Focusing on the period from mid-19th century (industrial revolution) until the present neoliberal capitalist era, this course analyzes working class formation, organization, collective action, and politics on a worldwide scale. It seeks to explore the connections between historical and contemporary workers' movements in the global North and global South, eschewing national perspectives and global/local dichotomies. Special attention is given to Latin American workers and labor movements. In particular, it examines the influence of immigration, the role of export workers, the impact of radical ideologies, the development of labor relations systems, the nature of informal work, and recent struggles for workers' control. The principal aim of this course is to introduce students to the key topics and themes pertaining to global labor history. These themes are varied and complex and range from workers' struggles.

Same as L97 IAS 4622  
Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC EN: S

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**L18 URST 472 Topics in Growth and Development**

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population, human capital and labor market development, R&D and innovation, finance and growth, modernization and industrial transformation, world income disparities and poverty problems, institutions and political economy issues, environmental and social factors, and international trade and economic integration. Prerequisites: Econ 4011 and Econ 4021.  
Same as L11 Econ 472  
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S

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**L18 URST 476 The City in American Arts and Popular Culture, 1910-1940**

Using visual media—painting; prints and illustration; film and animation — along with studies of vaudeville, and other forms of popular and mass entertainment — this seminar analyzes the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we consider such issues as the relationship between work and leisure, and between high culture and popular arts. We look at critiques and celebrations as well as at how the popular arts help the ordinary man and women to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisites: 300-level course in American 20th-century cultural history, or American art or literature; or permission of instructor.  
Same as L01 Art-Arch 475  
Credit 3 units. A&S: TH A&S IQ: HUM Art: AH

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**L18 URST 4792 Globalization and National Politics**

This seminar examines globalization and its interaction with national politics; the movement of ideas, capital, goods, services, production and people across national borders; and provides a skeletal framework for the global political economy. Politicians, policymakers and societies discover new opportunities, but also dilemmas as expanding interdependence challenge traditional notions of sovereignty and national policy autonomy.  
Same as L97 IAS 4792  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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**L18 URST 482 Senior Thesis in Urban Studies**

This course is required for students to complete the degree requirements in urban studies. Students discuss research methods and make regular research reports both to the instructor and for other students.  
Credit 3 units.

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**L18 URST 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas — both central and peripheral — into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the

West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa and South Asia.

Same as L22 History 4872

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Art: HUM EN: H

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#### **L18 URST 4882 Anthropology and Public Health**

Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy.

Same as L48 Anthro 4882

Credit 3 units. A&S: SS A&S IQ: LCD, SSC Art: SSC BU: ETH

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#### **L18 URST 4883 The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: junior standing or above.

Same as L48 Anthro 4883

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC

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#### **L18 URST 4891 Education and Public Policy in the United States**

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Major questions extending from this course feature include: What is public policy, policy behavior, its defining processes/features, and what social function does it serve? Second, the course emphasizes the skills related to the exercise of policy analysis. These skills include the crafting of technical documents within the field of public policy (e.g., a policy brief) and the application of scientific methods to the exploration of social problems/governmental actions. Likely issues related to this course feature include the use of scientific knowledge in political arenas, engagement with stakeholders and the intended/unintended consequences of policy science to political decision-making. Third, this course simulates the policy-making context through students' participation in mock congressional testimonies. These focal areas become central to an understanding of four social concerns: school desegregation following the Brown decisions; affirmative action in higher education; Head Start programs; and/or the ESEA Act of 1965, also known as No Child Left Behind. Educational opportunity, achievement inequality and social change are the primary interests that link these course features.

Same as L12 Educ 489

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC EN: S  
UColl: ACS

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#### **L18 URST 4892 The Science and Politics of Testing in the United States**

Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture-e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements.

The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit.

Same as L12 Educ 4891

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD EN: S

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#### **L18 URST 498 Senior Capstone: Seminar in Urban Studies**

Credit 3 units. A&S: SS

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#### **L18 URST 4981 Advanced Seminar: Historical Perspectives on Human Rights**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically oriented, human-rights-related topic of your choice.

Same as L22 History 4981

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art:  
HUM EN: H

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#### **L18 URST 499 Independent Work for Senior Honors**

Credit variable, maximum 3 units. EN: S

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#### **L18 URST 4991 Senior Honors Thesis in Urban Studies**

This course is required for students seeking college honors through urban studies. Students discuss research methods and make regular research reports, both to the instructor and for other students. Prerequisites: satisfactory standing as a candidate for senior honors and permission of thesis director.

Credit 3 units. A&S: SS EN: S

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#### **L18 URST 4992 The Business of Us All: In/equality in Practice and Theory**

This course uses a transdisciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate health care; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse

by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.  
Same as I50 InterD 4992  
Credit 3 units. A&S IQ: LCD EN: H

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## Women, Gender, and Sexuality Studies

Courses in the Department of Women, Gender, and Sexuality Studies (WGSS) examine how gender and sexuality affect and intersect with many aspects of the world in which we live, including political structures; social relations; economic institutions; the production of literature, art and history; and cultural representations of gender, sexuality, race, class and ethnicity. The curriculum provides opportunities to explore the specificity of gendered experiences, concerns and perspectives, and to see how these vary among different social groups and at different points in time. WGSS courses examine the ways constructions of difference — ethnicity, race, class, nationality, ability and religion — intersect with constructions of gender and sexuality. The department has four areas of focus around which courses are organized: literature/theory/history; sexuality/the body/health; global and transnational feminist and gender studies; and critical race studies of gender and sexuality. Students may choose to concentrate in one of these areas or to investigate all four.

Among the first in the nation (est. 1972), the Department of Women, Gender, and Sexuality Studies at Washington University has emphasized the importance of gender and sexuality to such disciplines and interdisciplinary programs as philosophy, psychology, history, education, law, architecture, art history and archaeology, anthropology, political science, international studies, American culture studies, and studies in culture and languages.

The Department of Women, Gender, and Sexuality Studies offers both interdisciplinary courses based in the department and more disciplinary-based courses coming from departments and programs throughout the university. Examples of interdisciplinary courses located within the department include: Introduction to Women, Gender, and Sexuality Studies; Black Masculinities; Women's Healthcare in America; Queer Histories; On Love and Intimacy: Theorizing Kinship in the Multiple; Transnational Feminisms; and Sex, Gender, and Popular Culture.

Women, Gender, and Sexuality Studies students are often leaders in campus organizations that deal with issues concerning women, gender relations, sexuality and health. They also participate in a wide spectrum of co-curricular organizations available to undergraduates, including Students for Choice, Uncle Joe's Peer Counseling, MORE, Student Forum on

Sexuality, SARAH, Pride Alliance WU, and the Representation Project.

Women, Gender, and Sexuality Studies encourages students to think critically and to participate actively in their education. Most classes are small, rely heavily on classroom discussion, and emphasize interaction between faculty and students. Courses in Women, Gender, and Sexuality Studies can be taken as electives, toward a primary or secondary major, or toward a minor. Graduate students can pursue a certificate in Women, Gender, and Sexuality Studies.

Women, Gender, and Sexuality Studies can help students prepare for a career that involves women's and men's concerns or issues of gender or sexuality. Many graduates who continue their schooling choose to focus on such issues in medical school, law school, public health programs or social work. Some students envisage a career in college or university teaching, where they can apply a gender studies focus. Other students find jobs in social agencies focused on women's or gender issues. Others currently are employed in such areas as health care, business, education, the arts, media, politics and law.

**Phone:** 314-935-5102  
**Email:** wgss@wustl.edu  
**Website:** <http://wgss.artsci.wustl.edu>

## Faculty

### Chair

**Mary Ann Dzuback** ([http://education.wustl.edu/people/dzuback\\_mary-ann](http://education.wustl.edu/people/dzuback_mary-ann))

Director of Women, Gender, and Sexuality Studies; Associate Professor of Women, Gender, and Sexuality Studies, Education, and History (courtesy)  
PhD, Columbia University  
(Women, Gender, and Sexuality Studies; Education; History)

### Core Faculty

**Barbara Baumgartner** ([http://wgss.artsci.wustl.edu/people/baumgartner\\_barbara](http://wgss.artsci.wustl.edu/people/baumgartner_barbara))

Director of Undergraduate Studies and Senior Lecturer  
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(Women, Gender, and Sexuality Studies; English)

### Rachel Brown

Assistant Professor  
PhD, The Graduate Center, City University of New York  
(Women, Gender, and Sexuality Studies; Political Science)

**Amy Cislo** ([https://wgss.artsci.wustl.edu/people/cislo\\_amy](https://wgss.artsci.wustl.edu/people/cislo_amy))  
Senior Lecturer

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**Andrea Friedman** ([http://history.artsci.wustl.edu/andrea\\_friedman](http://history.artsci.wustl.edu/andrea_friedman))

Professor

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(Women, Gender, and Sexuality Studies; History)

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**Bahia Munem**

Postdoctoral Fellow

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**Amber Jamilla Musser** (<https://wgss.artsci.wustl.edu/people/amber-musser>)

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Susan E. and William P. Stiritz Distinguished Professor of Women's Studies

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**Rebecca Wanzo** (<https://wgss.artsci.wustl.edu/Wanzo>)

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Associate Director, Center for Humanities

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## Additional Program Faculty

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(Women, Gender, and Sexuality Studies; Criminology)

**Trevor Sangrey** (<http://wgss.artsci.wustl.edu/people/trevor-sangrey>)

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## Affiliate Faculty

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**Susan Frelich Appleton** (<http://law.wustl.edu/Faculty/pages.aspx?id=195>)

Lemma Barkeloo and Phoebe Couzins Professor of Law

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## Majors

### The Major in Women, Gender, and Sexuality Studies

**Total required units:** 27 units

**3 credits of the introductory course:** WGSS 100B Introduction to Women, Gender, and Sexuality Studies

**3 credits of theory:**

The following courses may fulfill this requirement:

| Code      | Title   | Units |
|-----------|---|-------|
| WGSS 3013 | On Love and Intimacy: Theorizing Kinship in the Multiple  | 3     |
| WGSS 3031 | Queer Theory  | 3     |
| WGSS 335  | Feminist Theory   | 3     |
| WGSS 383  | Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race Gender & Visual Culture | 3     |
| WGSS 4012 | Advanced Queer Theory: The Intimacy of Precarity  | 3     |
| WGSS 406  | Queering Theory: A Multidisciplinary Approach   | 3     |
| WGSS 416  | The Politics of Pleasure  | 3     |
| WGSS 419  | Feminist Literary and Cultural Theory   | 3     |
| WGSS 420  | Contemporary Feminisms  | 3     |
| WGSS 421  | From Mammy to the Welfare Queen: African-American Women Theorize Identity                           | 3     |

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|----------|--|---|
| WGSS 475 | Reformers and Radicals:Feminist Thinking through History | 3 |
|----------|--|---|

Note: The 400-level theory classes also will satisfy the requirement for a 400-level class.

**3 credits of a research methods or service learning course:**

The following courses may fulfill this requirement:

| Code   | Title   | Units |
|--|---|-------|
| WGSS 3133  | Service Learning: Feminist and Queer Youth Studies        | 4     |
| WGSS 3171  | Service Learning: Women and Prison                        | 4     |
| WGSS 3173  | Service Learning: Documenting the Queer Past in St. Louis | 4     |
| WGSS 3942  | Service Learning: Projects in Domestic Violence           | 4     |
| WGSS 417W  | Feminist Research Methodologies                           | 3     |
| Any other service learning course approved by WGSS |   |       |

**3 credits at the 400 level or an honors thesis:**

- Any home-based or cross-listed WGSS class at the 400 level or a WGSS honors thesis will satisfy this requirement.

**3 credits of a historical context course:**

- A course home-based or cross-listed in WGSS that explores gender, sex or sexuality in a historical context or studies the history of these categories.

**3 credits of an ethnic/global/racial context course:**

- A course home-based or cross-listed in WGSS that considers gender and ethnicity, or gender and race, or gender in a global context.

**9 credits of WGSS courses** in addition to the credits required in the categories above:

- Courses home-based or cross-listed in WGSS.

Note: Only two home-based or cross-listed WGSS courses below the 300 level may be counted toward the 27 required units for the major.

## Additional Information

**Study Abroad:** We strongly encourage and support students who wish to study abroad and will accept up to 9 credits from approved programs. Please contact Barbara Baumgartner ([http://wgss.artsci.wustl.edu/people/baumgartner\\_barbara](http://wgss.artsci.wustl.edu/people/baumgartner_barbara)), WGSS Study Abroad supervisor, about this option.

**Honors:** The honors program in Women, Gender, and Sexuality Studies is open to majors who have strong academic records. Students who have maintained a cumulative 3.65 grade point average through five semesters and have at least a 3.65 in the major may be considered for honors. Application to the program

must be made by April 1 of junior year (no late applications will be accepted).

## Minors

### The Minor in Women, Gender, and Sexuality Studies

**Units required:** 18 units, 12 of which are at or above the 300 level. All 18 units must be separate courses not double-counted toward a major. All minor courses must be home-based or cross-listed in Women, Gender, and Sexuality Studies. All courses taken for the minor must be taken for a grade.

**Required courses:**

Individual programs are designed in consultation with an adviser in light of the student's interests and abilities, major course of study, and plans for the future. All courses must be home-based or cross-listed in Women, Gender, and Sexuality Studies.

## Courses

Visit online course listings to view semester offerings for L77 WGSS (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L77&crslvl=1:4>).

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### L77 WGSS 100B Introduction to Women, Gender, and Sexuality Studies

This course will provide an introduction to the major and concepts in the interdisciplinary field of women, gender, and sexuality studies. We will examine the meanings attached to terms such as "man," "woman," "gay," and "sex." Topics discussed may include the history of feminist movements, masculinity, biological frameworks for understanding gender, intimate violence, sexual identities, and intersectionality. Five seats are reserved for freshmen, sophomores, juniors and seniors in each section. One section is reserved for freshman and sophomore students only. Attendance mandatory first day in order to reserve class enrollment.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM, SSC BU: BA, HUM EN: H

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### L77 WGSS 102 Women in Science: An Introduction

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. The 2005 proposition by Harvard's President Larry Summers that women's innate differences explain why fewer women succeed in math and science suggests that women continue to face assumptions about their scientific competence. In addition to examining the history of women's participation in science, this class explores the continuing cultural and economic barriers to women interested in science. Starting with a historical overview of women in science, we look at the contributions of women scientists. We review the numbers of women in various fields with good representation, such as biology, and those with few women, such as physics and computer science. Like the prestigious journal *Science*, we also explore whether women

do science differently. This course is restricted to Women in Science Focus program participants.  
Credit 1 unit. A&S: TH Art: HUM EN: H

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**L77 WGSS 103 Freshman Seminar: Sex & Gender in the Gutter: An Intro to Gender and Sexuality Studies Through Comics**

This freshman seminar serves as an introduction to some of the history and concepts important in the field of gender and sexuality studies through graphic storytelling. Topics include the history of feminism in the United States, violence against girls and women, queer theory, intersectionality, and transnational feminism. Please be advised that while we will read comics — most of these texts are not for kids. We discuss traumatic issues and will look at some disturbing images. Please spend some looking at descriptions of the required texts and think about whether or not this class is for you.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L77 WGSS 1135 Freshmen Seminar: The World of Cleopatra**

Cleopatra, the last queen of ancient Egypt, captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar seeks to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD BU: IS EN: H

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**L77 WGSS 206 Sexuality and the State: Introduction to Sexuality Studies**

Taking Michel Foucault's idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the way that we see bodies as gendered, raced, or able-bodied. In addition to looking at the relationship between sexuality and capitalism, religion, and nation, this course asks how these ideas are embodied in particular raced and gendered ideologies.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L77 WGSS 214C Gender and Texts**

Discussion of canonical and nontraditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity formation, and how women have used the written word to change their social and imaginative conditions.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: HUM

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**L77 WGSS 2250 Freshman Seminar: African-American Women's History: Sexuality, Violence and the Love of Hip-Hop**

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women's history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of Black women. This course explores the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We examine African-American women as the perpetrators and the victims of violence and as the objects of sexual surveillance and we explore a range of contemporary debates concerning the intersections of race, class and gender, particularly within the evolving hip-hop movement. We take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.

Same as L90 AFAS 2250

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L77 WGSS 240 Not Members of this Club: Women and Slaves in the Greco-Roman World**

Both the Athenian Democracy and the Roman Senatorial Oligarchy were societies in which political power was the exclusive property of free, citizen males. With very few exceptions, the astounding accomplishments of those societies were also the creations of free, citizen males. This course examines the lives of two disparate but comparable groups of outsiders within Greek and Roman society. The status, rights and accomplishments of Athenian and Roman women are explored and placed in the context of other premodern societies. Likewise, the institution of slavery in Greece and Rome is explored and compared with other slave-holding societies, ancient and modern.

Same as L08 Classics 240

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L77 WGSS 246A Freshman Seminar: Latin American Women in History and Culture: Icons and Idols**

In English. This class takes an in-depth look at various iconic female figures in the history of Latin America, examining their (self-) representation in history, literature, art and other cultural manifestations. We examine their lives, writings and art to learn more about the historical and cultural moment they lived in; how this moment shaped their lives and how they, in turn, shaped their historical moment. We aim to draw the larger conclusions of how women in history, despite hostile circumstances, have managed to forge political, cultural and artistic identities and make an impact on the world around them. We study these women in a chronological fashion, showing how society's attitudes changed toward women and how, in some ways, paradoxically, stayed the same. The women we

study are all very different in terms of identity, historical period and sociocultural background but all are similar in terms of their desire to overcome convention and resist repression — sometimes with very tragic results. Figures we study include La Malinche, Sor Juana Inés de la Cruz, Manuela Saenz, Delmira Agustini, Frida Kahlo, Eva Perón, the Mothers of the Plaza de Mayo, Rigoberta Menchú and Ingrid Betancourt. Prerequisite: concurrent registration in individually appropriate level of Spanish language course is required.

Same as L38 Span 246

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD BU: IS EN: H

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#### L77 WGSS 247 Freshman Seminar

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., active discussion, writing. Topics vary; interdisciplinary focus.

Same as L38 Span 247

Credit 3 units. A&S: TH A&S IQ: HUM, LCD BU: ETH EN: H

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#### L77 WGSS 253 Women's Fiction in Contemporary Spain

This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939-1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-war and post-Franco Spain, including the effects of political repression and censorship; representations of gender and sexuality; and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. The course is taught in English.

Same as L38 Span 245

Credit 3 units. A&S: TH Art: HUM BU: IS EN: H

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#### L77 WGSS 299 Independent Study: Internships

This course number is to be used for internships only.

Credit variable, maximum 3 units. Art: HUM

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#### L77 WGSS 2991 Undergraduate Teaching Assistant

In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory-level Women, Gender, and Sexuality Studies course. Students can enroll in one course only after having obtained permission from a faculty member who is willing to supervise. Students do not engage in any grading but may serve in a variety of other capacities — as discussion leaders, in providing logistical support, or in otherwise assisting with the transmission of course material.

Art: HUM

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#### L77 WGSS 3003 Writing Intensive in Ancient Studies: Helen of Troy in Greece and Rome

Study of selected topics in Classics. This is a Writing Intensive course.

Same as L08 Classics 3003

Credit 3 units. A&S: TH, WI A&S IQ: HUM, LCD, WI EN: H

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#### L77 WGSS 3013 On Love and Intimacy: Theorizing Kinship in the Multiple

Love and intimacy are terms that have a lot of cultural cache. In this course, we analyze the ways in which intimacy has

been embedded within certain discourses of privacy, rights and individuality. In addition to the couple form, we examine friendship, celibacy, therapy and relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course brings together history, critical theory and film to think through various expressions of intimacy and what it means to relate to the other. Prerequisites: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA, ETH EN: H

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#### L77 WGSS 301A The Politics of Kanye West: Black Genius and Sonic Aesthetics

As a hip-hop artist Kanye West has had unprecedented impact on the sonic force of music, fashion, politics and videography. Coupling his controversial moments with his corpus of musical texts with special focus on sonic production, this course illuminates "Mr. West" as a case study for interrogating the interplay between fame, gender, sexuality and race. Mostly, we explore how racialized ways of doing iconography, complex ways of seeing, create a distorted or reductive frame through which we see the black and famous. Nonetheless, the course oscillates with entertaining these nuances, while being entertained by the decade-long catalogue of music and visual imagery. Together, we extract the "Politics of Mr. West" in his music and life, while also illuminating the importance of a politics of genius-making in the larger arc of black pop culture tradition.

Same as L90 AFAS 3010

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

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#### L77 WGSS 303 Gender and Education

An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary, and higher education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students' own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing, or permission of instructor.

Same as L12 Educ 303

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA EN: S

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#### L77 WGSS 3031 Queer Theory

This course provides students with an interdisciplinary examination of the history, politics and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, bisexual and transgendered people construct, participate in and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, etc. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition and domestic violence on LGBT communities. Throughout the course students are encouraged to examine the intersections of gender, race, ethnicity and social class with sexual orientation.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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**L77 WGSS 304 Sex, Gender and Popular Culture**

A critical survey of sex and gender in the production, reception and content of contemporary popular culture. Possible topics include: television, film, advertising, popular fiction, music, comics, internet, foodways and fashion. Themes include: the representation and stylization of sexed and gendered bodies; popular models of sexual and gendered social relations; production of normative and alternative sex and gender identities through media consumption; sex and gender in systems of popular cultural production.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L77 WGSS 3041 Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books and contemporary media representations of human bodies, we consider the changing historical perception of the body. The intersection of gender, race and class factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course also provides an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken WGSS 204. Prerequisite: any 100- or 200-level WGSS course or permission of instructor.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L77 WGSS 310 From Hysteria to Hysterectomy: Women's Health Care in America**

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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**L77 WGSS 3101 An Intellectual History of Sex and Gender**

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: to analyze the literary evidence we have for sexuality and gender identity in Western culture, to survey modern scholarly approaches to those same texts and to consider the ways in which these modern theoretical frameworks have become the most recent set of "primary" texts on sexuality and gender.

Same as L93 IPH 310

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: BA EN: H

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**L77 WGSS 3121 Topics in English and American Literature**

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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**L77 WGSS 3132 Service Learning: Girls' Studies**

2012 marked the 100th anniversary of Girl Scouts of America, an organization that has played a significant role in defining what it means to be a girl in American culture. This class looks back at girlhood over the past 100 years to today by exploring topics that include literature for girls, the education of girls, sports and girlhood, marketing to girls, girls' health and sexuality, and, of course, the history of organizations for girls in the United States and abroad. This course introduces students to the emerging field of Girl Studies within the field of Feminist/Gender Studies research. Because the course builds upon basic knowledge of women's movements in the U.S. and builds upon an understanding of core women and gender studies readings, students must take Introduction to Women and Gender Studies or Introduction to Sexuality Studies before enrolling in this course. This course includes a fieldwork component in addition to regular course meetings. Prerequisite: any 100-level WGSS course.

Credit 4 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L77 WGSS 3133 Service Learning: Feminist and Queer Youth Studies**

Categorizing life experience into childhood and adolescence is a relatively new construct. The first part of the course will examine how the categories of early childhood and adolescence developed in social and medical discourses. The remainder of the course encourages students to draw connections between Feminist and Queer theoretical scholarship on children, and the practice of designing and implementing programming for children. Students will examine the relationship between the course readings and their experience working with various agencies in St. Louis. Important Note: This is a service-learning class, which means it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which will necessitate an additional 4-5 hours a week. Before beginning community service, students must complete required training and submit material for a background check. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B). CET (<https://gephardtinststitute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 4 units. A&S IQ: SSC, SD BU: BA EN: S

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**L77 WGSS 313A Topics in English & American Literature: Dreams**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, oversimply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund

Burke and Mary Wollstonecraft. Texts assigned also include Mary Shelley's *Frankenstein* and Byron's *Don Juan*. Same as L14 E Lit 313  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L77 WGSS 3152 Sex and Gender in Greco-Roman Antiquity**  
Ideas about sex and gender have not remained stable over time. The ancient Greeks and Romans had their own ideas — ideas that strike us today as both deeply alien and strikingly familiar. This course will consider questions such as: What constituted "normal" sex for the Greeks and for the Romans? What sex acts did they consider to be problematic or illicit, and why? What traits did the Greeks and Romans associate with masculinity? With femininity? How did society treat those who did not quite fit into those categories? How did peoples of the ancient world respond to same-sex and other-sex relationships, and was there an ancient concept of "sexuality"? How did issues of class, ethnicity and age interact with and shape these concepts? How does an understanding of these issues change the way we think about sex and gender today? We will read an array of ancient texts in translation, consider various theoretical viewpoints, and move toward an understanding of what sex and gender meant in the ancient world.  
Same as L08 Classics 3152  
Credit 3 units. A&S IQ: HUM, LCD, SD BU: BA EN: H

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**L77 WGSS 3171 Service Learning: Women and Prison**  
Since President Reagan declared a war on drugs in the 1980s, the numbers of women in prison has increased dramatically. Due to mandatory minimum sentencing requirements and increasingly punitive prisoners for nonviolent offenses, there are no more than 200,000 women incarcerated in the United States with more than 1 million on probation and parole. While women are the fastest growing population in prison, men still make up the vast majority of prisoners, and the system is largely geared toward men and their needs. In this course, we explore the historical and contemporary issues of girls and women who are convicted of a crime. Through readings, films, reflective writings and facility tours, we explore the impact of incarceration on women and their families. While our scope is national, we focus on the corrections system in Missouri. Prerequisite: Introduction to Women and Gender Studies or Introduction to Sexuality Studies. CET (<https://gephardtstitute.wustl.edu/cec/college-of-arts-sciences>) course.  
Credit 4 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L77 WGSS 3172 Queer Histories**  
Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings — the internet as well as the academy, art and film as well as the streets — and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course examines the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L77 WGSS 3173 Service Learning: Documenting the Queer Past in St. Louis**

Around the U.S. and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today, and understanding the exclusions and divisions that shaped their communities and continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class and gender have structured queer spaces and communities. In their community service project, students will work with the grassroots St. Louis LGBT History Project to research St. Louis' queer past, including conducting oral histories with local LGBTQ elders. Important Note: This is a service-learning class, which means it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which will necessitate an additional 3-4 hours a week. Before beginning community service, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies or Introduction to Queer Studies, or permission of instructor. CET (<https://gephardtstitute.wustl.edu/cec/college-of-arts-sciences>) course.  
Credit 4 units. A&S IQ: HUM Arch: HUM Art: HUM

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**L77 WGSS 3191 Contemporary American Women Poets**  
An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.  
Same as L14 E Lit 3191  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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**L77 WGSS 3201 Gender, Culture and Madness**  
This course explores the relationships among gender constructs, cultural values and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency.  
Same as L48 Anthro 3201  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

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**L77 WGSS 3206 Global Gender Issues**  
This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological

or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

BA, IS EN: S

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**L77 WGSS 323 Selected American Writers: Walt Whitman in His Time and Ours**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM EN: H

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**L77 WGSS 323A Sex Trafficking**

Both in the United States and on a global level, interrelated inequities in gender, sex, power, class, opportunity, education, culture, politics, race, and sexual objectification are among the social phenomena that contribute to the larger number of women and girls who enter into systems of prostitution and sex trafficking. We will examine the dynamics of sex trafficking on a local and global level from various perspectives, with particular attention given to the sexed and gendered social conditions that impact sex trafficking. In studying the extent and nature of the problem we will look at demand, prevalence, experiences of victims, methods of traffickers, child trafficking, cultural dynamics, and global power dynamics. We also examine international, federal and state legislation along with organizational and grassroots efforts to prevent and respond to sex trafficking.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art:

SSC BU: BA EN: S UColl: NW

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**L77 WGSS 3255 Black Masculinities**

This course investigates and explores how manhood, or masculinity, interacts with ideas of sexuality in public and private life. Together, we look closely at writers who offer cultural and theoretical frameworks to challenge our ideas of what black manhood is and should be, particularly those writers who are bold enough to represent same-sex desire among black men and women. Authors include James Baldwin, Essex Hemphill, Mark Anthony Neal, Mignon Moore, and E. Patrick Johnson.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU:

BA EN: H

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**L77 WGSS 3282 Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women.

Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions.

Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist and postmodern.

Same as L90 AFAS 3282

Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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**L77 WGSS 330A Native American/Euro-American**

**Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter — through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM

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**L77 WGSS 3313 Topics in Gender & Religion**

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Same as L32 Pol Sci 331B

Credit 3 units. A&S: SS, SD BU: BA, ETH

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**L77 WGSS 3323 Topics in Gender and Religion**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe and the United States. Students examine ethnographic, historical and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Same as L48 Anthro 3313

Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC BU:

BA

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**L77 WGSS 335 Feminist Theory**

This course begins by examining the 19th- and early 20th-century historical context out of which contemporary feminist theory emerged. We then turn to the 1960s and the emergence of the "Second Wave" of feminism. We focus on some of the major theories that developed during the 1960s, 1970s and 1980s and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990s. The last part of the course focuses on topics of concern to contemporary

feminists — such as the family, sexuality and globalism — and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in L77 WS 500; contact the Women, Gender, and Sexuality Studies office for details. Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA EN: H

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**L77 WGSS 337 Women's Literature: Before Thelma and Louise: American Women's Adventure Stories**

American literature is filled with adventurers and adventure stories. Some of the most exciting tales were written by women. Their adventures include Mary Rowlandson's autobiography of her capture by and life with the Indians, E.D.E.N. Southworth's story of a 19th-century heroine who rescues imprisoned maidens and fights duels, and Octavia Butler's science fiction account of a 20th-century black woman who is transported back through time to an antebellum plantation. Until recently, American women authors and their stories were largely dismissed because they were perceived to focus on domestic concerns, which were seen as narrow and trivial. But the works of many women authors are far different from sentimental domestic fiction. In addition to looking closely at the historical and cultural conditions in which the narratives were written, we examine the ways in which these writers conform to and rebel against cultural prescriptions about femininity. Finally, we read some contemporary and current criticism about these works and American women's writing and discuss the politics of canon formation. Tentative Reading List: Mary Rowlandson, *The Captivity and Restoration of Mrs. Mary Rowlandson* (1682); *The Journal of Madam Knight* (1704); Catharine Maria Sedgwick, *Hope Leslie* (1827); E.D.E.N. Southworth, *The Hidden Hand* (1858); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Octavia Butler, *Kindred* (1979); Paule Marshall, *Praisesong for the Widow* (1983). Writing-intensive.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM BU: HUM EN: H

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**L77 WGSS 340 Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI Art: HUM BU: HUM

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**L77 WGSS 3401 Performing Gender**

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan and others help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up comedy and pop culture phenomenon. We raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multimedia performances and the representation of lesbian desire. Prerequisite: any 100-level WGSS course.

Same as L15 Drama 3301

Credit 3 units. A&S: LA, SD A&S IQ: HUM, SD BU: BA EN: H

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**L77 WGSS 3410 Gender in Society**

Introduction to the sociological study of gender. The primary focus is U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace and schools. We will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class and sexuality shape the experience of gender; and the relationship between gender, power and social inequality. Prerequisite: introductory course in sociology or consent of the instructor.

Same as L40 SOC 3410

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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**L77 WGSS 3413 Women in Early Modern Europe**

From the Renaissance to the Enlightenment, European women experienced tremendous change as Europe witnessed religious upheaval, economic retrenchment, political consolidation, and intellectual revolution. However, many of the core ideas about women's role and status remained remarkably stable during this period, and women continually struggled to create opportunity for themselves. We will examine both the changing and unchanging nature of women's lives through sources such as conduct manuals for women, biographies about women from different economic, social, and religious backgrounds, and the works of female authors.

Same as L22 History 3413

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L77 WGSS 3416 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th-century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldiers' treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD BU: BA, IS EN: H

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**L77 WGSS 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include,

but are not limited to: abortion, human cloning, genetics, elective Cesarean section, fetal surgery, hormone replacement, refusal of medical care, medical reimbursement, liability crisis and gender bias of medical care.

Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU:  
ETH EN: S

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**L77 WGSS 345A Sexual Politics in Film Noir and Hardboiled Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films screened in complete prints or in excerpts likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant* and *Memento*. Required screenings.

Same as L53 Film 345

Credit 3 units. A&S: TH A&S IQ: HUM BU: BA EN: H

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**L77 WGSS 347 Gender and Citizenship: Writing-Intensive Seminar**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity or humanity? Prerequisite: previous course work in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken WGSS 210.

Credit 3 units. A&S: TH, WI BU: BA EN: H

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**L77 WGSS 348 Rethinking the Second Wave: Race, Sexuality and Class in the Feminist Movement 1960-1990**

The U.S. women's movement has been called "the 20th century's most influential movement," but until recently assessments of its origins, characteristics and impact have been largely impressionistic and subjective, left to movement participants and popular culture. Building on a recent explosion of historical studies of American feminism, this course examines

the history of the so-called "second wave" of the women's movement from its origins in the early 1960s to its alleged demise in the late 1980s. Topics covered include the origins of feminist activism; the traditional history of the women's movement and recent revisions; how race and class shaped the feminist movement; how feminist ideas and organizing transformed American society; feminism and individual experience; and responses to the women's movement. In this discussion-based course, we read scholarly analyses of the women's movement as well as memoirs, popular essays and many primary documents from the period.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art:  
HUM BU: BA EN: H

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**L77 WGSS 3506 Women Writers of Early Modern Spain**

This course will analyze early modern women's writings (both secular and religious) by considering socio-historic context, genre studies (autobiography, convent narratives, short prose fiction, poetry and theater) and feminist criticism. Critical approaches included will consider issues of self-representation and subjectivity, performance, mysticism, life writing, feminist and lesbian utopias, cross-dressing, the body and spirituality, and the role of the Inquisition and confessors in the collaborative process of confessional writing. Class conducted in English. Spanish majors do the readings and papers in Spanish.

Same as L38 Span 3506

Credit 3 units. A&S: TH Art: HUM

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**L77 WGSS 355A Topics in Korean Literature and Culture: Sexing Korea: Gender & Sexuality in Korean Popular Culture**

A topics course in Korean literature and culture; topics vary by semester.

Same as L51 Korean 355

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD Arch:  
HUM Art: HUM BU: BA EN: H

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**L77 WGSS 3560 Black Women Writers**

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler and Rita Dove, among others. Be prepared to read, explore, discuss and debate the specific impact of race and gender on American literature.

Same as L90 AFAS 3651

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art:  
HUM BU: HUM EN: H

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**L77 WGSS 3561 Law, Gender, & Justice**

This course (formerly called "Women and the Law") explores how social constructions of gender, race, class and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject

gendered male, and, if so, how can advocates (or women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. In spring 2017, Jesse Doggendorf, Sapna Khatri, Rebecca Swarm, and Sarah Watson will be teaching this course under the supervision of Professor Susan Appleton. *Students who have taken L77 3561 Women and the Law can not take this class.*

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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#### L77 WGSS 358 Scribbling Women: 19th-Century American Women Writers

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women, and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon of American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing-intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Credit 3 units. A&S: TH, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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#### L77 WGSS 359 Topics in European History: Modern European Women

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographical focus is on Britain, France and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman"; women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers and factory hands.

Same as L22 History 359

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

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#### L77 WGSS 360 Trans\* Studies

Trans\* Studies is an interdisciplinary course that was previously named Transgender Studies. The new course title represents the development of the field and the identity in U.S. culture. In this course students engage with the following questions: When and why did the category gender emerge? What is the relationship between sex, sexuality and gender? How have the fields of medicine and psychology dealt with gender? How have approaches to "gender dysphoria" changed over time?

Why is LGBT grouped together as a social movement? What are the advantages and disadvantages of this grouping? What are the legal obstacles faced by people who resist normative gender categories? What legal obstacles are faced by people who transition from one sex to another? To what extent do U.S. citizens have autonomy over defining their gender or sex? How are trans people represented in fiction? What does it mean to apply transgender theory to interpret fictional accounts of trans? Any of the following are suitable (but not required) courses to take before enrolling in this class: WGSS 100B, WGSS 105, WGSS 205 or WGSS 3091.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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#### L77 WGSS 3601 The Traffic in Women and Contemporary European Cinema

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's *Chaos*, Lukas Moodisson's *Lilja 4-ever*, Cristian Mungiu's *Occident*, Nilita Vachani's *When Mother Comes Home for Christmas*, Fatih Akin's *Head-on*, Jean-Pierre and Luc Dardenne's *The Silence of Lorna*.

Same as L93 IPH 360

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Art: HUM EN: H

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#### L77 WGSS 361 Women and Social Movements: Gender and Sexuality in US Social Movements

This course examines the history of grassroots activism and political engagement of women in the U.S. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women's Suffrage Movements, Women's Labor Movements, Women's Global Peace Movements, and Recent Immigration Movements. Readings and discussion pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women's movements. Course materials analyze how methods of organizing reflect traditional forms of "doing politics," but also strategies and tactics for defining problems and posing solutions particular to women. Prerequisites: any 100- or 200- level Women, Gender, and Sexuality Studies course or permission from the instructor.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L77 WGSS 363 Neither Man Nor Woman: Transgender Ethnographies in Global Context**

This seminar examines transgenderism and gender variance more broadly in a global context that includes, but does not privilege, Western analytical frameworks. We read ethnographic accounts of gender diversity that complicate Western notions of sex, gender and sexuality. In particular, we interrogate the idea of transgenderism as a crossing from one gender to an opposite one (i.e., male to female or female to male), investigate the relationship between gender identity and sexuality, and examine the particularities of local gender forms in cultural context. Any of the following are suitable (but not required) courses to take before enrolling in this class: L77 WGSS 100B, L77 WGSS 105, L77 WGSS 205 or L77 WGSS 3091.

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD EN: S

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**L77 WGSS 3666 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: HUM EN: H

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**L77 WGSS 369A Reading Sex in Premodern England**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we ask: how does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, public — inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels and scientific treatises. By learning how to "read sex" in premodern literature, students acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Same as L14 E Lit 369

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L77 WGSS 3725 Topics in Renaissance Literature**

Same as L14 E Lit 3725

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L77 WGSS 373A Issues in Theater and Performance Studies**

Explores a variety of special interest topics in theater and performance studies. Consult the Course Listings.

Same as L15 Drama 373

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI EN: H

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**L77 WGSS 3751 Topics in Women's History: Women, Gender and Sexuality in Postwar America**

We explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts include scholarly literature, memoirs, novels and film.

Same as L22 History 3751

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM BU: BA

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**L77 WGSS 383 Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race Gender & Visual Culture**

Topic varies. Consult semester Course Listings for current offering.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD BU: BA EN: H

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**L77 WGSS 384 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century**

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood — such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite. At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin, Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes, and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive course.

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI BU: BA EN: H

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**L77 WGSS 385A Topics in Jewish Studies: Jewish Sexual Ethics**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Same as L75 JINE 385

Credit 3 units. A&S: TH A&S IQ: HUM BU: IS EN: H

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**L77 WGSS 3884 Regulating Reproduction: Morality, Politics and (In)justice**

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction — which

links individual bodies to the body politic — is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families are always bound up with broader, if obscured, economic, national and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGOs and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

Same as L48 Anthro 3884

Credit 3 units. A&S IQ: SSC EN: S

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#### L77 WGSS 38A8 Women, Men and Gender in Africa

This seminar explores the ways in which gender relations have been produced, reproduced and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th-century jihads in West Africa to problems of love, sexuality and marriage in contemporary South Africa.

Same as L22 History 38A8

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI BU: BA EN: H

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#### L77 WGSS 393 Gender Violence

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context of international and domestic political activity. In each area, issues of race, class, culture and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Not open to students who have taken U92 (UCollege) WGSS 363.

Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA EN: S

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#### L77 WGSS 3942 Service Learning: Projects in Domestic Violence

In this course, we explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence, along with race and gender expectations, shape the lives of women. A required community service project for this course

asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Students must contact instructor for permission to enroll. CET (<https://gephardtinsttute.wustl.edu/cec/college-of-arts-sciences>) course.

Credit 4 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI EN: S

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#### L77 WGSS 3943 Violence Against Women Court Project

The seminar explores the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of readings, discussion and direct community engagement. Readings focus on the legal system and the ways domestic violence is confronted and how criminal justice interventions have responded to new theories and research about the nature of intimate partner violence. Particular attention is directed to the ways that issues of race, poverty, parenthood and sexual orientation influence the criminal justice response and shape the lives of abused women. Students participate in a court advocacy program to investigate the important discrepancies between theory and practice in the field. Students are required to take L77 WGSS 393 or have taken L77 WGSS 393 to enroll in the seminar.

Credit 1 unit. A&S: SS A&S IQ: SSC BU: BA EN: S

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#### L77 WGSS 396 Gender and Social Class

This course examines the intersection of class and gender from the late 19th century to the present. It begins by asking how a focus on women challenges conventional notions of class. Some of the topics covered include women, race and class; class and family formation; women, class and globalization; class and feminist politics; women and work; class and domestic labor; women and unionization; and class and sexual identity. The emphasis is on women and class in the U.S. but includes analysis of women and class in a broader, global context. This course examines these topics using nonfictional and fictional texts. Prerequisites: one 100- or 200-level Women, Gender, and Sexuality Studies course or permission of instructor. Students who have taken L77 WGSS 3561 Women and Social Class can not take this class.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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#### L77 WGSS 399 Undergraduate Work in Women's Studies

Credit variable, maximum 3 units.

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#### L77 WGSS 3991 Undergraduate Teaching Assistant

In this course, an advanced undergraduate can assist a faculty member in the teaching of an introductory-level WGSS course. Credit variable, maximum 3 units.

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#### L77 WGSS 39F8 Gender and Sexuality in 1950s America: Writing Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Arch:  
HUM Art: HUM BU: BA EN: H

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**L77 WGSS 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is "race" essential to the sexual imperatives of imperialism? How has the nexus between "race," sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires and its continuation in our world today.

Same as L22 History 39SC

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, WI BU:  
IS EN: H

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**L77 WGSS 4012 Advanced Queer Theory: The Intimacy of Precarity**

This seminar uses precarity to produce a map of some trends in queer theory today in order to outline the stakes of this current intellectual work and ask how we can use this work to rethink sexuality. In outlining the current stakes of precarity, this seminar focuses on two main threads of queer theory — queer of color critique and public feelings — because both of these spaces have enabled complex theoretical and political discussions centered around precarity and both also introduce historical framings of queer theory. By orienting their contributions to queer studies around precarity, these scholars are asking both how one lives with this condition and what formations of knowledge have produced these conditions of liminality and vulnerability. Overall, this emphasis on precarity has made certain tensions surrounding the place of difference within queer theory visible and highlighted the role of structures, particularly neoliberalism, which is a particular nexus of collusion between the state and formations of capital, over the individual.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L77 WGSS 4013 Queer of Color Critique: Sense and Sexuality**

That sensation produces surplus, often uncontainable knowledge, is something that is beginning to be explored in various arenas of queer theory as an important component of queer of color critique. This seminar will explore different sensational arenas, the different possible critiques that they produce, and what this means for thinking about sexuality, gender and queer theory. Throughout the course of the semester, we will explore sensation in multiple ways: 1) as a diagnostic tool for understanding some of the different ways that race, gender and sexuality intersect; 2) as a way to trouble the dichotomy between interiority and exteriority to understand the ways in which orders of knowledge become imprinted on the body; 3) as a mode of producing alternate forms of knowledge about gender, race and sexuality. In addition to reading about different sensations and their relationships to politics and sexuality, this course will require students to think creatively as they attempt to write about sensation, sexuality and politics. Ultimately, the purpose of this class is to examine sexuality and sensation as collections of embodied and politicized experiences. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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**L77 WGSS 401A Transnational Queer Activism**

This course explores the recent emergence of visible movements for sexual and gender minorities across the globe. The course begins with an overview of theories of collective action, putting canonical texts in social movement studies in conversation with postcolonial, queer, and transnational feminist approaches to activism and resistance. The aim is to lay a theoretical foundation for transnational analysis that does not center Western experience. The second part of the course moves through some key issues in LGBTI organizing that are overlooked when focusing on Euro-America, including: the importance of democratic transition for social movements; the prevalence of human rights as frames for sexual rights in the global South; limitations of the term "homophobia" when conceiving of hostility toward sexual minorities cross-culturally; and the role of colonialism and neo-colonialism in the globalization of LGBTI identities. Students will read texts attentive to the specificities of activism and resistance in the global South such as *Out in Africa: LGBT Organizing in Namibia and South Africa*, *Queer Activism in India*, and *Mobilizing Gay Singapore: Rights and Resistance in an Authoritarian State*. Course materials will also include primary source material from translated interviews with Argentine transgender activists the months before the passage of the "Gender Identity Law." Oral presentations will compare a case of LGBTI activism discussed in class to the work done by a St. Louis-based organization. By the end of the course, the students will be able to explain the important ways global Southern LGBTI movements differ from their Northern counterparts, contextualize news reports of events like the passage of the anti-homosexuality bill in Uganda, and craft research contributions based on global Southern case studies. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC EN:  
S

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**L77 WGSS 402 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power and sexuality.

Same as L48 Anthro 4022

Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Arch:  
SSC Art: SSC BU: BA EN: S

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**L77 WGSS 403 Race, Sex and Sexuality: Concepts of Identity**

This course examines changes in the meanings of three concepts of identity — race, sex and sexuality — from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century challenges

to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one WGSS course or permission of the instructor.  
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC BU: BA

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**L77 WGSS 4031 Topics in Gender and Judaism: Gender and Sexuality in Judaism**

A critical inquiry into the Jewish sociocultural construction of gender, past and present. Topics include the nature of the Jewish covenantal community and male circumcision as a sign of membership; the matrilineal principle of ancestry; genital emissions and purity; marriage and divorce; and male and female roles, including leadership roles. Documents by and about Jewish women, their daily lives and their sacral lives, are among the materials explored. JINE 208F is recommended. Same as L75 JINE 403  
Credit 3 units. A&S: TH, SD

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**L77 WGSS 406 Queering Theory: A Multidisciplinary Approach**

This class aims to use theory to destabilize the concepts of race, sexuality, gender, disability and academic methodology. This class submerges students in some of the most influential texts in queer theory. The selected readings range across many disciplines, including biology, philosophy, anthropology, sociology, history and cultural studies. The core premise of this class is that to queer something is to destabilize it. Therefore, not all of the readings specifically are about gay, lesbian, bisexual or transgender people. However, these readings help any scholar in their future work in queer theory. Prerequisite: any 300-level WGSS class or equivalent or permission from instructor.  
Credit 3 units. A&S: SS A&S IQ: SSC EN: S

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**L77 WGSS 408A Nuns**

Nuns — women vowed to a shared life of poverty, chastity and obedience in a cloistered community — were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community. Same as L23 Re St 408  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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**L77 WGSS 409 Gender, Sexuality and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite:

graduate students or undergraduates with previous AFAS or upper-level anthropology course.  
Same as L90 AFAS 409  
Credit 3 units. A&S: SS, SD, WI A&S IQ: SSC, SD, WI Arch: SSC Art: SSC EN: S

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**L77 WGSS 4101 Medieval English Literature II**

Topics course in Medieval English literature.  
Same as L14 E Lit 4101  
Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L77 WGSS 4106 Studies in Gender**

Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: Refer to German Majors section.  
Same as L21 German 4106  
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD, WI EN: H

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**L77 WGSS 4112 Body and Flesh: Theorizing Embodiment**

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthro 3201 or permission of instructor.  
Same as L48 Anthro 4112  
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S

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**L77 WGSS 4134 The AIDS Epidemic: Inequalities, Ethnography and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS was expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not lack of knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates; ethics and responsibilities; drug testing and marketing; the making of the AIDS industry and "risk" categories; prevention and education strategies; interaction between biomedicine and alternative healing systems; and medical advances and hopes.  
Same as L48 Anthro 4134

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD Arch: SSC  
Art: SSC EN: S

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#### **L77 WGSS 414 Gender, Religion, Medicine and Science**

Until recently the histories of science, medicine and religion were written by men and for men. These fields did not critically analyze gender or sexuality. Neither masculinity nor femininity were topics of interest in the studies of great scientists or famous theologians. Sexuality in scientific writing and religious thought barely received more than a sentence or two in the writings of historians. What changed? Feminist/Queer theory made us rethink the way we learn about the history of medicine, science and religion. Despite these great strides, we are only beginning to explore the interplay between these fields from a feminist/queer perspective. In other words, while feminist/queer scholars have deepened our understandings of both science and religion, they have only recently begun to examine the relationship between these two fields. This course explores how feminist research has broadened our understanding of the interplay between the authority of religion, science and medicine in historical and contemporary studies. Some of the topics we explore include: conception and gestation, birth control, birthing, sexuality and aging. Prerequisites: Introduction to Women and Gender Studies and at least one 300-level WGSS course that addresses feminist and/or queer theory such as: Masculinities, Making Sex and Gender, Transgender Studies.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### **L77 WGSS 416 The Politics of Pleasure**

This 400-level seminar interrogates the concept of pleasure. Pleasure occupies a fraught space in feminist and queer theory. This course examines several ways that people have theorized pleasure as a space for politics, a space for conservatism, or a way to think about racialized difference. This course is not interested in defining what pleasure is, but it interrogates what the stakes of talking about pleasure have been within contemporary theory and culture. Beginning with an examination of pleasure in the context of early 20th-century sexology, this course looks at the sex wars of the 1970s, the turn toward pleasure as a space of protest, and ends by thinking of ways to imagine pleasure outside of current paradigms of sexuality. The course takes gender, race and sexuality as central analytic components to understand how pleasure is defined and who has access to it. Either Introduction to Sexuality Studies or Introduction to Women, Gender and Sexuality Studies are prerequisites.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### **L77 WGSS 417W Feminist Research Methodologies**

Research is the foundation of academic knowledge and of much knowledge produced outside of the academy in think tanks, nonprofit organizations, social service agencies, corporations, and many other venues of economic and social activity. Informed by theory, and shaped by specific methods, research can and does help to frame problems, contribute to policymaking, and evaluate the effectiveness of policies and programs. Research is employed in a variety of ways in the different disciplines within the academy and within different practices outside of the academy. This course examines the different ways in which research is conducted and examines the reasons for these differences and the ways in which they contribute to or hamper feminist goals. The course also explores the ways in which some research methods are privileged over others in hegemonic understandings of what counts as "research"

and of what counts as "knowledge." The course examines how gender theory and feminist politics shape the kinds of research questions researchers ask, the types of materials and other information researchers use, and the ways researchers define our relationships with our sources of data, evidence and other information. Students are expected to reflect on and engage with feminist approaches to research in this course in order to develop and complete a detailed research proposal. Prerequisite: At least two courses in WGSS, including Introduction to WGSS or Sexuality Studies at the 100 or 200 levels and one 300-level WGSS course, preferably in feminist or queer theory. This class is a writing-intensive course.  
Credit 3 units. A&S: WI A&S IQ: WI

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#### **L77 WGSS 418C Gender and Sexuality in East Asian Religions**

In this course we explore the role of women in the indigenous religious traditions of China, Japan and Korea (Confucianism, Daoism, Shamanism and Shinto), as well as Buddhism, Christianity and Islam. We begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We then focus on what we know of the actual experience and practice of various types of religious women — nuns and abbesses; shamans and mediums; hermits and recluses; and ordinary laywomen — both historically and in more recent times. Class materials include: literary and religious texts; historical and ethnological studies; biographies and memoirs; and occasional videos and films. Prerequisites: This class is conducted as a seminar, with minimal lectures; substantial reading and writing; and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, need to obtain the instructor's permission before enrolling.  
Same as L23 Re St 418

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD Arch: HUM  
Art: HUM EN: H

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#### **L77 WGSS 419 Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: this course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300-level and above), or permission of the instructor required.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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#### **L77 WGSS 420 Contemporary Feminisms**

The purpose of this course is to provide a framework, a map, within which students can locate feminist ideas. The course, which may be presented historically, explores and compares different types of feminism selected from, for example, the following feminisms: liberal, Marxist, socialist, radical, lesbian, black, existentialist, postmodern. The class considers how such feminisms analyze the nature and sources of women's oppressions, the worlds they envision, and the

means they use to bring about change. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM EN: H

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**L77 WGSS 4201 The Novel in the Feminine (Le Roman au féminin)**

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Same as L34 French 4201

Credit 3 units. A&S: TH Art: HUM

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**L77 WGSS 421 From Mammy to the Welfare Queen: African-American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African-American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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**L77 WGSS 4221 Topics in Women and French Literature**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Same as L34 French 4221

Credit 3 units. A&S: TH Art: HUM

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**L77 WGSS 4231 Topics in American Literature I: White American Masculinities**

Same as L14 E Lit 4231

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L77 WGSS 424 Gender and Power in Religious Thought**

Gender has often been posed as the fundamental distinction of the human condition, creating the original opportunity for relation across that distinction. In some strands of religious thought, this distinction comes second to the creation of the world distinct from the divine. Religious and secular thinkers have turned to ordinary experiences of interpersonal relations for insight into these purportedly more fundamental relations and the connection between them. This seminar examines the role of interpersonal relationships in recent religious, ethical, and political thought, with particular attention to the way they bring gender and sexual desire more centrally into view.

Same as L23 Re St 424

Credit 3 units. A&S: TH A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

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**L77 WGSS 427 Technology and Feminist Practice: Gender Violence Prevention Tools**

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Same as L93 IPH 427

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

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**L77 WGSS 430A Divergent Voices: Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the 17th century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.

Same as L36 Ital 430

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD EN: H

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**L77 WGSS 432 Women Writers of the 20th Century**

This course examines select novels, poetry and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro and Anna Banti. Special attention is paid to the historical, political and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, LCD, SD Art: HUM

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**L77 WGSS 4333 Women of Letters**

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman

was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibility and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates. Same as L34 French 4331  
Credit 3 units. A&S: TH Art: HUM

**L77 WGSS 436 Black Sexual Politics**

Borrowing from Patricia Hill Collins' perspective in *Black Sexual Politics*, this seminar examines the historic and popular understandings of black sexuality and how they maintain color line, as well as threaten to spread what Hill Collins refers to as a "new brand of racism." Particularly, this course engages questions about sexuality that have only begun to be discussed with African-American Studies and the larger public sphere. Taking the intersections of identities very seriously, this course interrogates the ways in which these constructions have affected black women, while also being attentive to how "others" are implicated within discourses of black sexuality. Similarly, we will also engage the various distortions of black men — depictions of the black and masculine as almost always violent, sexually and socially irresponsible, brutish, questionable and unfaithful. Together we will use various critical texts and media to better understand the impact and the importance of visual and material images in the interplay of race, sex and politics in contemporary America.

Credit 3 units. A&S IQ: SSC, SD EN: S

**L77 WGSS 437 Transnational Feminisms**

This course engages contemporary feminist theories from diverse transnational contexts, as well as the social movements and local resistances they inspire. Through engagement with key works of feminist theory, political manifestos, and creative works of resistance, we will explore how transnational feminist alliances and coalitions have contested and responded to gendered and racialized forms of exploitation, navigating and reshaping territorial and social boundaries. We will engage with debates around the notion of a "global sisterhood"; tensions between universal and local feminist practice; the role of difference, nationality and culture in navigating the possibility of solidarity; the role of the internet in forging cross-border alliances; human rights-based activism; "women's" work; transgender inclusivity and transfeminisms. Part of our goal will be to ask how feminist theories from diverse geographical locations have influenced the politics of borders, movements for environmental justice, migrations and mobility, resistance to imperialism and the forging of alternative economies. We will also explore the gray areas existing in between binaries such as feminist/anti-feminist; local/global; home/away; global South/North; victim/agent; domination/dependency. Finally, we will ask how processes of knowledge-production take shape within different intellectual and political movements such as postcolonial feminism, decolonial and indigenous feminism, liberal and radical feminism, Marxist feminism and religiously-based feminisms.

Credit 3 units. A&S: SS, SD A&S IQ: LCD, SSC, SD EN: S

**L77 WGSS 440 Women in the History of Higher Education and Professions**

An advanced seminar with readings exploring education, historical studies and feminist theory. Each student writes a paper, based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisites: junior standing or above; some background in American history.

Same as L12 Educ 440

Credit 3 units. A&S: TH, SD

**L77 WGSS 4454 Irish Women Writers: 1800 to Present**

Same as L14 E Lit 4454

Credit 3 units. A&S: TH Art: HUM

**L77 WGSS 445A Japanese Fiction**

A study of the themes, styles, and genres of Japanese fiction as revealed in representative works of major authors such as Soseki, Tanizaki, and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing and 6 units of literature.

Same as L05 Japan 445

Credit 3 units. A&S: TH, CD, WI A&S IQ: HUM, LCD, WI Art: HUM

**L77 WGSS 4472 Spanish-American Women Writers II**

A study of contemporary women's writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love and power, women and politics, literary strategies, etc. Prerequisites: Span 307D, Span 308E and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 4472

Credit 3 units. A&S: TH, SD Art: HUM

**L77 WGSS 4479 Senior Seminar in Religious Studies: Contemporary Approaches to the Study of Women and Religion**

The topic for this seminar differs every year. Previous topics include Saints and Society; Religion and the Secular: Struggles over Modernity; and Pilgrimage and Sacred Space in Antiquity. The seminar is offered every spring semester and is required of all religious studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

**L77 WGSS 4494 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are

valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prerequisites: 6 units of literature/women's studies and junior standing, or permission of the instructor. Writing Intensive course.

Same as L05 Japan 449

Credit 3 units. A&S: TH, CD, SD, WI A&S IQ: HUM, LCD, SD, WI EN: H

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#### L77 WGSS 4496 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prerequisites: 6 units of literature/women's studies and junior standing, or permission of the instructor.

Same as L05 Japan 4491

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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#### L77 WGSS 4502 Women and the Medieval French Literary Theory

The Middle Ages constitute a beginning — a period when new languages and literatures came into being, along with Romanesque book — illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, Crusades for the Holy Land and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major genres: Marie de France's *Lais*, Chrétien de Troyes' *Lancelot*, Rutebeuf's *Vie de Sainte Elyzabel*, the anonymous *Aucassin et Nicolette*, as well as *Fabliaux*, poetry of the *Trouvères* and *Trobairitz*, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Same as L34 French 450

Credit 3 units. A&S: TH Art: HUM

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#### L77 WGSS 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film

Varied topics in Korean literature and culture. Subject matter varies by semester; refer to current semester listings for topic.

Same as L51 Korean 455

Credit 3 units. A&S: LA, CD A&S IQ: LCD EN: H

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#### L77 WGSS 4581 Gender, Politics and Writing in Women's Fiction of the Post-Franco Era

This course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Esther Tusquets, Cristina Fernández Cubas, Rosa Montero, Carmen Riera and Adelaida García Morales), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria and Espido Freire). We consider the works of these women within their cultural, historical and political contexts, addressing issues such as the representation of gender and sexuality; the cultural impact of feminism, nationalism and globalization; and the influence of the publishing industry and the market on literary production. Whenever available, film adaptations of these literary works are used in conjunction with the readings. Prerequisites: Span 307D, Span 308E and at least two 300-level courses taught in Spanish. One hour preceptorial for undergraduates only. In Spanish.

Same as L38 Span 458

Credit 3 units. A&S: TH Art: HUM

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#### L77 WGSS 4601 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state, and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the Ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code — miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction — could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course explores films that challenged taboos, defied censorship, and caused outrage, ranging from films in the early 20th century that brought on the first attempts to control film content through to films released under the ratings system, which has exerted subtler forms of control. Required screenings.

Same as L53 Film 460

Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD EN: H

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#### L77 WGSS 461A Topics in English Literature I

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.

Same as L14 E Lit 461

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM EN: H

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**L77 WGSS 4675 Beyond the Harem: Women, Gender, and Revolution in the Modern Middle East**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anti-colonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD BU: BA EN: H

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**L77 WGSS 4711 Gender and Religion in China**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S: TH A&S IQ: HUM, LCD

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**L77 WGSS 475 Reformers and Radicals: Feminist Thinking through History**

We focus on feminist thought in Western culture but also examine non-Western ideas about feminisms. We trace the relationship among emergent feminist ideas and such developments as the rise of scientific methodology, Enlightenment thought, revolutionary movements and the gendering of the political subject, colonialism, romanticism, socialism, and global feminisms. Readings are drawn from both primary sources and recent feminist scholarship on the texts under consideration. *Note:* This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor. *Students who have taken L77 475 Intellectual History of Feminism can not take this class.*

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM

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**L77 WGSS 4755 Queering Sexual Cultures in Africa and the Diaspora**

This course examines gender and sexuality in contemporary Africa and the diaspora. We will focus specifically on queerness as a category of analysis and will examine queer identities, practices, communities and cultures in Africa and the African diaspora. In recent years, many African countries have adopted harsh anti-homosexuality laws and much of the political and popular discourse frames expressions of same-sex desire as "un-African." However, there is a long history of non-normative sexualities in Africa, challenging the manner in which the continent is constructed as heterosexual by both local and global forces. Similarly, black communities across

the African diaspora have relied on the regulation of gender and sexuality to demarcate the boundaries of blackness, and have traditionally sought belongingness to the nation through compulsory heterosexuality. Many scholars, artists and activists in the African diaspora continue to critique parochial definitions of Africanness and Blackness that rely on the exclusion of queer subjects. By drawing on historical, theoretical and visual texts, we will examine the debates concerning sexuality, citizenship and human rights on the African continent and the diaspora as well as their relationship to global issues around sexual citizenship and human rights. By focusing on the lived experiences of LGBTQ subjects in the African diaspora, we will interrogate the contested relationship between sexuality and politics. This reading-intensive, interdisciplinary course will familiarize students with the debates and issues of Queer African Studies, Black Queer Studies, and Black and African Feminist Thought.

Same as L90 AFAS 4755

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

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**L77 WGSS 480 Topics in Buddhist Traditions: Gender and Sexuality in Buddhism**

The topic for this course varies.

Same as L23 Re St 480

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Art: HUM

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**L77 WGSS 481 Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.

Same as L14 E Lit 481

Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L77 WGSS 482 Reading Seminar in Gender and Chinese Literature: Women in the Chinese Literary Tradition**

A seminar on gender and Chinese literature with varying topics.

Prerequisite: Chinese 341 or instructor's permission.

Same as L04 Chinese 482

Credit 3 units. A&S: TH A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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**L77 WGSS 483 Gender and Genre**

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prerequisites: French 325 or 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Same as L34 French 483

Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Art: HUM

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**L77 WGSS 487A Discourses on Gender in 19th- and 20th-Century Spain**

This course focuses on discourses on gender, from the late 19th century to the present in the context of feminism in Spain. We explore the social, political and cultural role of Spanish women (writers) within their specific historical contexts, with a special attention to their struggle to construct a new female subjectivity through their writings. To this end, their narrative fiction (novels, short stories) are read in conjunction with nonfiction writings (essays, journalism, etc.). Authors studied include 19th-century

proto-feminists such as Emilia Pardo Bazán and Concepción Arenal; early 20th-century writers such as Carmen de Burgos, Margarita Nelken, and other female activists of the Republican period; and women writers of the post-War and post-Franco eras. Prerequisites: Span 307D, Span 308E and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduate students. In Spanish.  
Same as L38 Span 487  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD EN: H

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**L77 WGSS 4908 Advanced Seminar: Women in American Society: Women in Social Movements**

In this course we will examine U.S. women's participation in diverse movements during the 19th and 20th centuries, ranging from suffrage and feminism, to the labor movement, civil rights activism, and conservative and queer movements. Among our questions: How does the social position of different groups of women shape their participation in social movements? Why are certain social movements successful, and how do we define success? What does looking at women's experience in particular tell us about social movements in general?  
Same as L22 History 4907  
Credit 3 units. A&S: TH, SD

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**L77 WGSS 4918 Advanced Seminar: Sexuality in the United States**

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students will also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.  
Same as L22 History 4918  
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM

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**L77 WGSS 4974 Advanced Seminar in History: Gender and Property Law**

This course aims to explore the intersections of gender relations, work and property in law, custom and culture from the colonial period to the late 20th century. We will read a wide range of articles and books, all of which in some way address the relationships among gender ideologies, social practices, and property relations in American society.  
Same as L22 History 4974  
Credit 3 units. A&S: TH

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**L77 WGSS 498 Supervised Reading and Research**

This course is designed for students who are pursuing an independent study project as part of the department Honors Program. Students must apply to the department. May be repeated once. Prerequisite: senior standing and permission of the department.  
Credit 3 units.

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**L77 WGSS 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and

Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.  
Same as L22 History 4982  
Credit 3 units. A&S: TH

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**L77 WGSS 499 Honors Thesis: Research and Writing**

Enrollment in this course is limited to students accepted into the Honors Program. Petition for permission to enroll is available in the Women, Gender, and Sexuality Studies Office, McMillan Hall, Room 210.  
Credit 3 units. A&S: TH EN: H

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**L77 WGSS 4990 Advanced Seminar: History of the Body**

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources — including vital statistics, paintings and photographs, hospital records, and sex manuals — to reconstruct changes in how humans have conceptualized and experienced their own bodies. We pay particular attention to the intersection of European cultural history and the history of medicine since 1500.  
Same as L22 History 4990  
Credit 3 units. A&S: TH, SD A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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**L77 WGSS 4993 Advanced Seminar: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings — from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.  
Same as L22 History 4993  
Credit 3 units. A&S: TH A&S IQ: HUM, LCD EN: H

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**L77 WGSS 49MB Advanced Seminar: Women and Gender in Modern Caribbean History**

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.  
Same as L22 History 49MB  
Credit 3 units. A&S: TH, CD, SD A&S IQ: HUM, LCD, SD EN: H

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## Writing

The English department offers a full range of courses in the writing of poetry, fiction, drama and various forms of nonfiction, as well as advanced courses in expository writing.

An English major with a special interest in writing may complete a major in English literature with a concentration in creative writing. Alternatively, a student completing the regular English major may count toward this major up to 9 upper-division units of classes designated Writing toward the English major.

The department also offers a minor in writing, which can be combined with any major, including the English major. In this latter case, students are advised to take English and American literature courses (designated L14 E Lit) exclusively for the English major and Writing courses (designated L13 Writing) exclusively for the writing minor.

Except where noted, students are expected to receive a grade of C or better in each course.

**Website:** <http://english.artsci.wustl.edu>

## Faculty

For a list of affiliated faculty, please visit the Department of English faculty (p. 401) page.

## Majors

While the English department does not offer a writing major, they do offer the option of completing an English major with a creative writing concentration. To complete the major, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction or creative nonfiction — ultimately taking a three-course sequence in that genre (200-, 300- and 400-level) while taking at least one course outside this genre. The concentration will not change the requirements of the English major and thus requires 6 additional credit hours compared to a regular English major.

Students interested in majoring in English literature with a concentration in creative writing should visit the English (p. 402) page of this *Bulletin* for additional information.

## Minors

### The Minor in Writing

The writing minor is fulfilled by completing 15 units of Writing courses, no more than 6 units of which can be taken at the 200 level. At least one of the five courses elected must be Writing 311 Exposition or Writing 312 Argumentation.

With department approval, up to 6 units of journalism courses in writing or editing offered in University College can be counted toward the minor. An off-campus internship (Writing 298 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in Writing.

Students who wish to take a writing minor in addition to an English major are advised to take English and American

literature courses (L14 E Lit) exclusively for the major and Writing courses (L13) exclusively for the minor. (Please note: 100-level L13 classes do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing (p. 402).

## Courses

Courses listed on this page include L13 Writing (p. 881) and L59 CWP (p. 885) (Writing Center). **Please note:** L59 classes and 100-level L13 classes do not normally count toward the writing minor.

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## Writing

Visit online course listings to view semester offerings for L13 Writing (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L13&crslvl=1:4>).

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### L13 Writing 103 What is Justice?

This class seeks to develop the advanced reading, writing and research skills that students need in a university setting. It uses classical texts of the western tradition to investigate the question of justice and to develop arguable claims through the careful analysis of evidence.

Credit 3 units. A&S IQ: HUM EN: H

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### L13 Writing 203 The Sentence in English

Though formal knowledge of English grammar is not always necessary for effective writing, learning it can help students understand how sentences are put together, and it can allow them to develop their own writing using a new set of skills. The Reed-Kellogg system of diagramming is a method of learning grammar by creating "pictures," or maps, of sentences. These pictures show the logical relations between words, phrases and clauses, and they illustrate the choices writers are making as they craft individual sentences. Using a recent textbook by Eugene Moutoux, we learn to diagram sentences both famous and ordinary, both contemporary and of historical interest. Our aims are (1) to learn both the "rules" and the peculiarities of English grammar, (2) to understand how the structure of a sentence can influence its meaning, and (3) to use this knowledge productively in crafting and revising our own prose. By the end of the course, students should be able to diagram just about any sentence in English, whatever the genre or time period, including their own. Extensive practice in writing and revising sentences gives students a consciousness of how grammar and syntax influence the meaning and effectiveness of their own writing.

Credit 3 units. A&S: TH A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L13 Writing 205 Writing the Visual World

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

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### L13 Writing 211 Writing 2

This course invites students to pursue a writing project that centers on their own intellectual interests and that complicates their approaches to researched, creative and analytical work.

Consult section description for details about specific class emphases. Limit: 12 students. Prerequisite: CWP 100 College Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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### L13 Writing 212 Rhetoric and Power

The study of rhetoric, one of the original seven liberal arts, is perhaps more relevant today, in a world where diverse opinions reverberate 24/7 from television and the internet, than in ancient times when rhetors invented arguments to help people choose the best course of action when they disagreed about important political, religious, or social issues. How do we make our voices heard? How can we invent and present compelling written discourse? This course introduces students to common rhetorical principles and to the disciplinary history of rhetoric and compositional studies. Assignments in this class include rhetorical exercise in invention and craft, imitations, and varied compositions, ranging from the personal to critical, from the biographical to argumentative. We examine rhetorical principles (audience, context, kairos, exigency, ethos, pathos, logos, and so forth) that are employed, for example, not only in literary analysis but in law, politics, education and science. We aim for a mastery of craft and a refinement of thought.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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### L13 Writing 213 The Long Essay

This course is designed for skilled writers who want to bring more complexity and depth to their style and content. Emphasis is on the innovation that can occur when we give sustained interest to our subjects in a long work. The class is particularly well-suited to students who wish to produce extended works of creative nonfiction, honors theses, or artist statements.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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### L13 Writing 220 Creative Nonfiction Writing 1

A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction. While the course covers the major forms within the genre of creative nonfiction, including literary journalism, biography, profiles, nature writing and travel writing, special emphasis is given to personal essay and memoir. Prerequisite: CWP 100 College Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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### L13 Writing 221 Fiction Writing 1

A course designed to introduce students to the fundamental craft elements involved in writing fiction. Prerequisite: CWP 100 College Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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### L13 Writing 222 Poetry Writing 1

A course designed to introduce students to the fundamental craft elements involved in writing poetry. Prerequisite: Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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### L13 Writing 224 Playwriting

An introductory course in playwriting. Limited to 8 students. Prerequisites: CWP 100 College Writing 1 and permission of the instructor.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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### L13 Writing 298 Journalism: Communications Internship

For students undertaking projects in newspaper or magazine journalism, in radio or television, or in business, government, foundations and the arts. The student must secure permission of the chair of the Undergraduate Committee, file a description of their project with the department and, at the end of the semester, submit a significant portfolio of writing together with an evaluation by the internship supervisor. Up to 3 units acceptable toward the writing minor, but cannot be counted toward the English major or literature minor. Prerequisite: CWP 100 College Writing 1. Must be taken credit/no credit.

Credit variable, maximum 3 units.

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### L13 Writing 307 Writing and Medicine

Credit 3 units. A&S IQ: HUM, WI EN: H

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### L13 Writing 309 Writing the Natural World

For students interested in the environment and natural sciences. This course brings together essays from a wide range of communities including biology, physics, medicine, environmental studies, creative writing and more. Readings and assignments are intended to enhance students' understanding of the relationship between writing and their experience/knowledge of the natural world. Major assignments allow students to follow, explore and write about their own unique interest in a related subject, and include a personal essay, an expository essay, and a researched argumentative essay, as well as peer review workshops, oral presentations, and revision. Students record and explore their own experiences of nature in short creative assignments that prepare them for the major papers. Prerequisites: CWP 100 College Writing 1 and junior standing. Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: SCI EN: H

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### L13 Writing 310 Guided Research in Composition: Theory and Pedagogy of One-to-One Writing Instruction

This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students analyze their own writing processes and learn how to help others through the writing and revision process. Readings and discussions focus on writing theory and pedagogy, and students practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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### L13 Writing 311 Exposition

This advanced writing course considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations. Prerequisites: CWP 100

College Writing 1 and junior standing. A note for students and advisers: when registering refer to WebSTAC for updated information on section times and available seats.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

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**L13 Writing 3111 Exposition (Visual)**

This advanced writing course emphasizes writing and visual analysis, asking students to examine important forms of visual media to develop a sophisticated sense of the strategies, techniques and the rhetoric of visual representation.

Prerequisites: CWP 100 College Writing 1 and junior standing.  
Credit 3 units. A&S: LA

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**L13 Writing 3112 Exposition: Writing and Medicine**

For students who have a particular interest in health, illness and medical care. Exposition is a course that considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course involves frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument and emphasis. Students in this special section of Exposition read essays, journalism and personal narratives about the experience of physicians and patients in the modern health care system. Students use expository writing to think critically and personally about their own experiences with illness and disease. Pre-medical students might use this opportunity to write and think about the anticipated rewards and challenges of the profession they hope to join.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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**L13 Writing 312 Argumentation**

This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types and fallacies.

Prerequisites: CWP 100 College Writing 1 and junior standing. A note for students and advisers: when registering refer to WebSTAC for updated information on section times and available seats.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

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**L13 Writing 314 Topics in Composition**

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. Consult section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: CWP 100 College Writing 1 and junior standing.

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

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**L13 Writing 320 Creative Nonfiction Writing 2**

This course is aimed at undergraduates who have taken Nonfiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. Prerequisites: CWP 100 College Writing 1, Writing 220 Creative Nonfiction Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L13 Writing 321 Fiction Writing 2**

This course is aimed at undergraduates who have taken Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop.

Prerequisites: Writing 220, Writing 221.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L13 Writing 321W Mellon Undergraduate Fellows Seminar**

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI EN: H

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**L13 Writing 322 Poetry Writing 2**

This course is aimed at undergraduates who have taken Poetry Writing 1 and wish to pursue both their development as poets and the study of craft in the context of a more rigorous workshop.

Prerequisites: Writing 221, Writing 222.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L13 Writing 322W Kling Undergraduate Honors Fellowship Seminar**

Credit 3 units. A&S: LA, WI A&S IQ: HUM, WI EN: H

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**L13 Writing 323 Fiction Writing: The Short-Short, Sudden Fiction, and Microfiction**

This course is aimed at undergraduates who have taken Fiction Writing 1 or Poetry Writing 1 and wish to further explore the craft of fiction through the medium of the short-short story. The course focuses on reading, writing and thinking critically about short-shorts.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L13 Writing 324 Fiction Writing: Coming of Age in the Short Story**

A fiction writing course that explores coming of age themes.

Credit 3 units. A&S: LA A&S IQ: HUM BU: HUM EN: H

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**L13 Writing 325 Poetry Writing: The Poetry of Travel**

This course is offered for students who have taken Poetry 1 and are interested in further developing their craft.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L13 Writing 326 Fiction Writing: Stories in the Suburbs**

In the 1950s, the suburbs were still somewhat of a novelty in American culture — most people still lived in cities and small towns, or on the farm. Back then, Levittowns and the like were embraced with either gee-whiz optimism, or seen as sinister dystopias where youth, ideals and romance went to fester and die. But now that the American mainstream is stucco McMansions, strip malls and big box stores; now that the suburbs have become more ethnically diverse; now that literature is being generated from these places instead of just about them, how have stories set in the 'burbs changed? We read short stories written from the 1950s until the present day exploring this particular setting, and, through a series of exercises, workshops and our own short fiction, we explore the

milieu as writers (whether we happen to be from the suburbs or not), always on the lookout for the unexpected in these familiar places.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L13 Writing 327 Creative Nonfiction: Personal Essay and Memoir**

This is an intermediate course in writing creative nonfiction, with a concentration on personal essay and memoir. Prerequisite: Writing 220 Creative Nonfiction Writing 1.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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**L13 Writing 330 Fiction Writing: Fiction and Obsession**

Desire is at the heart of fiction, from the forces that drive the decisions characters make to the ways stories work on us as readers.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L13 Writing 331 Fiction Writing: Historical Fiction**

A literature/creative writing hybrid course, students read a number of contemporary historical fictions and then write one of their own. We consider the ways in which these fictions inhabit, depart from and reflect upon the historiography and history they're built from — upon the indeterminacy of the historical record, and the limits of its reach — but we also discuss fiction's responsibility to historical "facts" and documents, and the relevance of fictions among nonfictions in approaching an event or figure. Prerequisites: CWP 100 College Writing 1, Writing 221 Fiction 1.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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**L13 Writing 352 Introduction to Screenwriting**

Writers explore the various elements, structures and styles used in crafting a motion picture screenplay. They experience this process as they conceive, develop and execute the first act of a feature-length script. Writers create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers are encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class also explores the general elements of theme, genre and voice. A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc., follows to support the ongoing writing process. In-class exercises aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work is shared and discussed regularly in class. Screening of film scenes and sequences provides students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.

Same as L53 Film 352

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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**L13 Writing 373 Cultural Journalism**

In the Internet Age, journalism has migrated from traditional, or "legacy" institutions (book publishers, film & television production companies, newspapers) to digital versions of the same thing; however, the craft remains tied to its legacy models. The migration online has endangered certain ecologies of journalistic practice — in particular, arts journalism, especially criticism, the long-form investigative essay, and foreign reporting. The

first two of these three fit under what we describe as cultural journalism, and our purpose in this class is to practice what have been cultural journalism's forms, at the same time as we inquire into the modes and genres that are its future.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM

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**L13 Writing 375 Political Writing**

Defined most simply, politics is that which pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism and satire.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

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**L13 Writing 401 Writing for Children and Young Adults**

In this course we examine various genres of writing for young people: poetry, fiction and nonfiction.

Credit 3 units. A&S: LA

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**L13 Writing 403 Dramaturgy Workshop**

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics, and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturgs not only pursue the study of dramaturgy, but work actively and collaboratively with playwrights, actors and each other. Prerequisite: Drama 343. Same as L15 Drama 403

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM

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**L13 Writing 4131 Topics in Composition**

Composition topics course — offerings vary from semester to semester.

Credit 3 units. A&S: TH A&S IQ: HUM EN: H

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**L13 Writing 420 Advanced Nonfiction**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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**L13 Writing 421 Advanced Fiction Writing**

For qualified students who wish to continue their creative writing and reading through immersion in an intensive fiction workshop. Students wishing to enroll must not only register but also submit a 15-page (double-spaced) fiction sample. The sample must include a cover page with: student's name, the semester they took Fiction Writing 2, and the name of the Fiction Writing 2 instructor. Submit samples to the English Department mailbox of the L13 Writing 421 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: CWP 100 College Writing 1, Writing 221 Fiction Writing 1, Writing 321 Fiction Writing 2.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L13 Writing 422 Advanced Poetry Writing

For qualified students who wish to continue their creative writing and reading through immersion in an intensive poetry workshop. Students wishing to enroll must not only register but also submit eight poems. The sample must include a cover page with: student's name, the semester he or she took Poetry Writing 2, and the name of the Poetry Writing 2 instructor. Submit samples to the English Department mailbox of the L13 Writing 421 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: CWP 100 College Writing 1, Writing 222 Poetry Writing 1, Writing 322 Poetry Writing 2.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L13 Writing 423 Proseminar in Writing: Nonfiction Prose

For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples.

Credit 3 units. A&S: LA

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### L13 Writing 424 Poetry Tutorial

These credits are available to students who have completed Writing 222 Poetry I and Writing 322 Poetry II. This is an opportunity for students who have already completed Writing 422 Advanced Poetry, or who are not able to take Advanced Poetry because of scheduling conflicts, to meet individually with the instructor to develop a portfolio of poems. During weekly meetings students explore various writing processes and revision techniques. There are directed readings and discussions of selected topics related to contemporary poetry and poetics. Credits may be taken concurrently with Advanced Poetry. Permission of the instructor is required.

Credit 3 units. A&S: LA A&S IQ: HUM EN: H

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### L13 Writing 431 Craft of Fiction

A literature/creative writing hybrid course; students read a number of contemporary historical fictions — an increasingly important and innovative genre — and then write one of their own.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L13 Writing 432 The Craft of Poetry

An investigation into the art and craft of poetry, in order to consider the choices a poet makes in the process of composing and revising. The students are asked to complete many poetry writing exercises, as well as the writing of critical papers, in their investigation of poetic forms and modes from many historical periods. (This course is highly recommended for those who have completed or are taking the 300-level creative writing courses and to students in The Writing Program.)

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM

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### L13 Writing 440 Critic as Writer

Credit 3 units. A&S IQ: HUM EN: H

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### L13 Writing 4521 Advanced Screenwriting

This course is intended for students who have already taken Film 352 Introduction to Screenwriting. Building on past writing experiences, students explore the demands of writing feature-length screenplays, adaptations and experimental forms. Particular attention is paid to the task of rewriting. Same as L53 Film 452

Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM EN: H

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### L13 Writing 4731 Advanced Playwriting

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft — i.e., the playground of language, nonverbal options, and the maintaining of "the work" through rewrites, readings, workshops and productions. Prerequisite: Drama 227 Introduction to Playwriting.

Same as L15 Drama 473

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM

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## Writing Center Courses

Visit online course listings to view semester offerings for L59 CWP (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L59&crslvl=1:4>).

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### L59 CWP 100 College Writing 1

This course teaches writing as a way of thinking and learning. Throughout the semester, students explore writing as a creative and intellectual process. They learn how to brainstorm, explore and structure ideas on a page; share their writing and learn how to give and take constructive criticism; and learn how to revise their work, both for issues related to the paper's larger idea and for issues related to grammar and style. By regularly working their way through the writing process, students develop the habits and skills that make advanced study possible: paying close attention to the words and ideas of others; forming and responding to arguments of others; and refining a lucid style of prose that meets the expectations of the audience and occasion. This course is taught in small sections of 12 students or fewer.

Credit 3 units.

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### L59 CWP 1001 Fundamentals of Academic Writing

A preparatory course required of some students before they take CWP 100 College Writing 1 (placement to be determined by the department). Particular attention is paid to reading comprehension, critical thinking, organization of ideas and grammar. In some cases, students may be required to enroll in a one-credit tutorial along with this course.

Credit 3 units. A&S: LA A&S IQ: HUM Arch: HUM Art: HUM EN: H

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### L59 CWP 200 Writing Tutorial

A tutorial in writing; may be taken for credit in one of two cases: (1) Students may be required to enroll in the tutorial for concentrated practice in writing fundamentals under the guidance of a tutor in addition to taking CWP 100 College Writing

1. In these cases, satisfying the first-year writing requirement means receiving a satisfactory grade in CWP 100 and receiving a passing grade in the tutorial. Students enroll in CWP 200 for 1 credit hour. Tutorials taken concurrently with CWP 100 must be taken pass/fail. (2) Students may be required to take the tutorial for 3 credit hours after taking CWP 100 in order to satisfy the first-year writing requirement. In this case, the tutorial is taken for credit. Direct all questions to Writing 1 office: 314-935-4899. Credit variable, maximum 3 units.

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#### L59 CWP 201 Writing Workshop

An intensive workshop focusing on selected topics related to writing. Topics chosen by the department/instructor. Must be taken for credit. Consult course and section descriptions in online course listings for details about workshop emphases. Credit 1 unit. A&S: LA A&S IQ: HUM EN: H

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## Degree Requirements

The faculty of the College of Arts & Sciences believes each student should strive toward breadth and depth of study, as represented in the formal requirements. The faculty also believes that primary responsibility for selection of an academic program rests with the student, in consultation with academic advisers. This freedom of choice carries with it a corresponding responsibility for the consequence of such choices, and students are therefore expected to familiarize themselves with and meet the requirements detailed below.

## Planning

The degree requirements for the Bachelor of Arts degree in Arts & Sciences are designed to provide students with strong and sustained training in writing and numerical applications; to enable students to construct a coherent program in which courses reinforce each other in challenging and productive ways; and to take advantage of two distinctive features of the academic environment at Washington University — the strong tradition of cooperation among faculty working in different disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

The College of Arts & Sciences regards active student engagement in curricular planning as central to successful student learning. Each semester, students' advisers will help them project a personalized academic plan that responds to what they have already learned — about the university, about the structure and aims of intellectual disciplines, and about themselves.

*By the end of the sophomore year, students must have declared a major and constructed and nominated a preliminary online curricular plan that will satisfy all the following General Education requirements:*

## Basic Skills

**A. College Writing I (3 units):** Students demonstrate proficiency in reading and writing English and begin to develop mature skills in framing and revising arguments by completing course work determined by The College Writing Program with grades of C- or better. This requirement should be completed in the freshman year.

**B. Applied Numeracy (3 units):** Students develop their skills in numerical applications by completing one of an approved list of "AN" courses with a grade of C- or better. Students often find that there is an AN course in their major field of interest. This course may also satisfy other degree requirements.

**C. Social Contrasts (3 units):** *For students matriculating 2017 and beyond.* Students take one course whose primary emphasis is on the formation, maintenance or impact of social categories such as race, ethnicity, gender, class, sexual orientation, religious affiliation, ability status or other categories. This course, which may be taken credit/no credit, must be selected from an approved list of "SC" courses; it may also satisfy other requirements.

**D. Writing-Intensive Course (3 units):** To consolidate their written communication skills, students must take a writing-intensive course, preferably in their major field. The course, selected from an approved list of "WI" courses, must be completed with a C- or better; it may also satisfy other requirements.

## Area Requirements

**A.** Students must complete course work in each of the following academic areas:

1. Humanities (HUM): three courses totaling at least 9 units
2. Natural Sciences and Mathematics (NSM): three courses totaling at least 9 units
3. Social Sciences (SSC): three courses totaling at least 9 units
4. Linguistic and Cultural Diversity (LCD): in this area, students take either three sequenced courses of at least 3 units each in a single foreign language, or at least four courses designated "LCD" of at least 3 units each

Up to 12 units of the area requirements may be taken credit/no credit.

**B.** To achieve depth and coherence, students must complete three integrations in at least two of the four areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:

- Majors, second majors and minors
- Focus and other multisequence first-year programs
- Designated study away programs
- Integrated inquiries

For a detailed list of Integrations, visit the Course Listings website (<https://acadinfo.wustl.edu/CourseListings/IQ/Integrations.aspx>).

## The Major

Students must complete a major of no fewer than 18 units of courses numbered 300 or above with a grade of C- or better. Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. Students are strongly encouraged to complete a capstone experience in their major as a way of culminating their undergraduate education.

For more details regarding majors — including information on second majors, special majors, and majors across schools — visit the main Arts & Sciences (p. 136) section of this *Bulletin*. For more information regarding specific departments' major requirements, visit the Majors pages (p. 893) of this *Bulletin*.

## Additional Requirements

**A.** Students must complete 120 units with at least 30 units in advanced courses (numbered 300-level and above). The 30 units in advanced courses may include the number of advanced units required for the major.

**B.** Students must have an overall GPA of at least 2.0.

**C.** Students must earn the final 30 units toward the degree at Washington University, enrolled in the College of Arts & Sciences. Students pursuing 3-2 degrees should follow the requirements laid out by their master's programs.

**D.** Students must be recommended by the College of Arts & Sciences to the Board of Trustees.

## Regulations

**A.** No more than 24 units may be earned using the credit/no credit option, and no more than 12 of the 24 credit/no credit units may be for area distribution requirements.

**B.** No more than 15 units of pre-matriculation credit may be counted toward the degree. Pre-matriculation sources include Advanced Placement (AP), International Baccalaureate (IB), British Advanced (A) Levels, and course credit earned by proficiency (i.e., back credit). For the class matriculating in the fall of 2016 and later, pre-matriculation sources also include college courses taken after the sophomore year in high school but not applied toward the high school diploma; for the classes entering prior to fall 2016, such courses may be included only if they were taken after the junior year in high school. Credits earned via the High School Summer Scholars or High School College Access programs through University College are considered to be pre-matriculation units and are subject to the same regulation.

**C.** Students may not earn more than 12 units toward the bachelor's degree in group and/or individual performance

courses. Exceptions may be made for students majoring in departments requiring a large number of performance courses for the major, such as dance, drama and music.

**D.** No more than 12 units of work may be taken outside the College of Arts & Sciences during the first and sophomore years. Thereafter, additional work may be taken with the approval of the adviser, provided that the student earns at least 90 units of credit in Arts & Sciences course work.

**E.** No more than 18 units of credit in independent study may be applied to the AB; no more than 6 units of independent study may be attempted in a single semester.

**F.** No more than 6 units of internship credit may be applied to the AB; no more than 3 units of internship credit may be attempted in a single semester.

**G.** A student may receive no more than a total of two majors and one minor or one major and two minors.

## Transfer Students

Transfer students matriculating in the academic year 2017-18 will follow the requirements of the Integrated Inquiry Curriculum, outlined above. Where appropriate, previous course work may be applied to the distribution requirements based on the following guidelines:

**A.** Transfer students who have not taken a college writing course at their prior school will take College Writing 1 in their first year at Washington University. Students who have taken such a course may be eligible to submit a writing portfolio to the College Writing Program for evaluation. The program director will review the portfolio to determine if the College Writing 1 requirement has been satisfied or if the student must complete additional writing course work.

**B.** The transfer advisers will evaluate a student's transcript on an individual basis. Generally speaking, a student transferring after one year at another school may count the other institution's course work toward the college's area requirements; however, the three required integrations must be completed through courses taken in residence.

**C.** Transfer students must be enrolled for at least four consecutive full-time semesters to satisfy the residency requirement. They must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences, according to the following table. No more than 3 units per semester may be taken on a credit/no credit basis.

| Semester in Residence | A&S Units in Residence | Total WUSTL Units in Residence |
|-----------------------|------------------------|--------------------------------|
| 7 semesters           | 78 units               | 105 units                      |
| 6 semesters           | 69 units               | 90 units                       |
| 5 semesters           | 57 units               | 75 units                       |

4 semesters      45 units      60 units

## Finalization of the Transcript

Conferral of the degree finalizes the student's academic record at Washington University. No changes can be made to the student's academic record after May 31 for a spring degree, October 31 for a summer degree, or January 31 for a fall degree. All students are strongly advised to obtain a copy of their final transcript, available for order from the Office of the University Registrar via WebSTAC (<http://webstac.wustl.edu>).

## Academic Honors & Awards

**Dean's List:** At the end of each semester, in recognition of exceptional scholarship, the college compiles a list of those students whose work has been particularly worthy of commendation. Students will be cited on the Dean's List if they complete a minimum of 14 units of graded work while achieving a grade point average of 3.6 for the semester. No incomplete or "N" grades may be outstanding as part of the semester record. All work must be completed and grades posted by the first day of the following semester in order to be considered for Dean's List. For spring semester courses, all work must be completed by the beginning of Summer Session II (typically mid-June).

**College Honors:** Upon assessment by the College Office, the AB with College Honors will be awarded to any student who achieves collegewide academic excellence as measured by a cumulative grade point average of 3.6 or better throughout eight semesters and who does not receive Latin Honors.

**Latin Honors:** To be eligible for Latin Honors, the student must have maintained a 3.65 grade point average through the sixth semester and must be accepted for candidacy by the relevant department or program. Latin Honors candidates must enroll in such courses as their department or program may require, satisfactorily complete a significant project appropriate to the nature of the discipline, and pass such written and/or oral examinations as the department or program may set. To earn such honors, candidates must also have maintained the minimum 3.65 grade point average through the final semester.

Upon certification by the department that the Honors program has been satisfactorily completed, the student may be awarded the AB cum laude, magna cum laude, or summa cum laude according to the following proportions: the top 15 percent in overall grade point average of the full cohort of Latin Honors candidates who complete the necessary requirements of their major departments will graduate summa cum laude; the next 35 percent magna cum laude; the next 50 percent cum laude.

To be eligible for Latin Honors, transfer students must have earned a minimum of 48 letter-graded Washington University units prior to the final semester. Grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Latin Honors.

**Phi Beta Kappa:** For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. The Washington University chapter, Beta of Missouri, established in 1913, strives to enhance worthy intellectual endeavors and to recognize individual achievement.

Candidates for Phi Beta Kappa should have demonstrated both superior scholarship and breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Extensive study in pre-professional fields detracts from candidacy.

Students do not apply for Phi Beta Kappa; rather, each year the Washington University chapter elects students into membership from the College of Arts & Sciences. The chapter also gives the annual Burton M. Wheeler Book Award for distinguished achievement in the first year. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

## Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies of their major fields. These honor societies include Sigma Gamma Epsilon for earth and planetary sciences students, Omicron Delta Epsilon for economics students, Delta Phi Alpha for German students, Phi Alpha Theta for history students, Sigma Iota Rho for international and area studies students, Pi Mu Epsilon for mathematics students, Mu Phi Epsilon for music students, Pi Sigma Alpha for political science students, and Psi Chi for psychological & brain sciences students.

Departments may recognize work a student has accomplished within the major by awarding the major with highest distinction, high distinction, or distinction.

In a number of academic fields, special recognition is given to students whose accomplishments have been exceptionally noteworthy. The majority of such awards carry modest monetary prizes and include the following, listed alphabetically by department:

- Best essay on any subject related to African-American culture and life in the United States (African and African-American Studies)
- Henry Hampton Prize for Best Civil Rights Essay
- James Baldwin Essay Prize for Best Essay on African-American Culture and Life in the U.S.
- Julius Nyerere Essay Prize for Best Essay on African Culture and Life
- Louis Lomax Journalism Prize in African and African-American Studies
- Ralph Bunche Prize for Best Political Science Essay about Africans or African Americans

- Sylvia Wynter Essay Prize for Best Essay on African Culture and Life Outside of the U.S.
- Lynne Cooper Harvey Undergraduate Writing Prize in American Culture Studies
- John W. Bennett Prize to the Outstanding Graduating Senior in Anthropology
- Mark S. Weil Prize for Distinction in Art History and Museum Practice
- Murphy Family Prize for Outstanding Honors Thesis in Art History and Archaeology
- Yale Book Prize for Distinction in Art History and Archaeology
- Harrison D. Stalker Prize in Biology
- Marian Smith Spector Prize for Outstanding Graduate in Biology
- John C. Snowden Prize for Outstanding Senior in Chemistry
- The Hemholtz Award in Chemistry
- The Lipkin Award in Chemistry
- The Wahl Award in Chemistry
- The Weissman Award in Chemistry
- Stanley Spector Memorial Award for Outstanding Paper in East Asian Languages and Cultures
- Ansehl Prize for Excellence in Chinese
- Yukiko Takahashi Prize for Excellence in Japanese
- Carl Conrad Prize for Excellence in Classical Studies
- Eugene Tavenner Prize for Excellence in the Study of Classics
- Edward Weltin Award for Excellence in the Study of Ancient History
- Liselotte Dieckmann Prize for Excellence in Comparative Literature
- William H. Matheson Prize for Excellence in Comparative Literature
- A.E. Hotchner Playwriting Competition Award
- Annelise Mertz Memorial Award for Outstanding Achievement in Modern Dance
- Ian D.W. Cramer Prize for Outstanding Achievement in Dance
- John J. Jutkowitz Memorial Prize for Outstanding Contributions in Performing Arts
- Margaret Ewing Memorial Prize for Outstanding Achievement in Acting
- Stephen H. Duncan Prize for Outstanding Achievement in Design and Technical Theatre
- Courtney Werner Memorial Prize for Outstanding Academic Achievement in Earth and Planetary Sciences
- Ernest L. Ohle Jr. Award for Outstanding Potential in Earth and Planetary Sciences
- Margaret E. Bewig Memorial Field Camp Award for Academic Merit in Earth and Planetary Sciences
- Adam Smith Prize for Excellence in Economics
- Hyman P. Minsky Prize for Excellence in Economics
- Olin Prize for Excellence in Economics
- Howard Nemerov Award Prize in Poetry
- James Merrill Prize for Poetry
- Julia Viola McNeely Prize for Poetry
- Norma Lowry Memorial Prize in Poetry
- Roger Conant Hatch Prize for Lyric Poetry
- F. Ward Denys Prize for Critical Prose
- Herbert E. Metz Prize for Literary Criticism
- Leanna Boysko Prize for Best Essay in English Literature
- Admussen Prize for Outstanding Senior Honors Thesis in French
- Cecilia L. Hospes Scholarship for Study Abroad in Germany
- David Bronsen Prize for Excellence in German Studies
- Raoul Wallenberg Prize for Excellence in Swedish Studies
- J. Walter Goldstein Prize for Best Senior Thesis in History
- Rowland T. Berthoff Award in History
- Shirley McDonald Wallace Prize in History
- Madeleine Albright Scholarship for Special Scholarly Achievement in International and Area Studies
- Outstanding Senior Honors Thesis in International and Area Studies
- The International and Area Studies Portfolio Prize
- Stone Prize for Excellence in International Studies Research
- Paul and Silvia Rava Prize for Excellence in Italian Studies
- David and Sarah Visenberg Prize for Outstanding Thesis in Jewish Studies
- Steven S. Schwarzschild Prize for Overall Excellence in Jewish Studies
- Martin Silverstein Award for Outstanding Student in Mathematics/Statistics and Probability
- Putnam Examination Prize for Mathematics
- Ross Middlemiss Prize for Outstanding Mathematics Major
- Antoinette Frances Dames Award for Productive Scholarship in Music
- Clare M. Westmont Award in Music
- The Friends of Music Award
- Lewis B. Hilton Award in Music
- Helen Stenner Memorial Essay Prize in Philosophy
- Nishi Luthra Prize for Outstanding Graduate in Philosophy
- Greg Delos Prize for Undergraduate Research in Physics
- Robert N. Varney Prize for Excellence in Introductory Physics
- Antoinette Frances Dames Prizes for Lower-Division Paper in Political Science

- Antoinette Frances Dames Prizes for Upper-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Best Senior Honors Thesis in Political Science
- Arnold J. Lien Prize for Outstanding Graduate in Political Science
- Grossman-Alexander Prize for Outstanding Graduate in American Politics
- Robert H. Salisbury Prize for Initiative, Leadership, and Service in Political Science
- Todd Lewis Friedman Memorial Prize for Outstanding Work in Comparative or International Politics
- William Benton Parshall Prize for Outstanding Paper on Women in Politics
- Hyman Meltzer Memorial Award for Undergraduate Research in Psychology
- John A. Stern Award for Undergraduate Research in Psychology
- Louis G. Zelson Prize for Study Abroad in Spain
- Sherman Eoff Prize for Excellence in Spanish
- Helen Power Women, Gender, and Sexuality Studies Award for Scholarship and Service

## Academic Regulations

### Attendance

Successful education at the college level depends to a large extent on regular attendance at classes and laboratories. The College of Arts & Sciences has no fixed rules for "cuts" or "excused absences" but leaves to the judgment of each department or instructor the number of absences of any kind a student may have and still expect to pass a course. The faculty expects each instructor to give reasonable consideration to unavoidable absences and to the feasibility of making up missed work. The student is expected to explain to instructors the reasons for such absences and to discuss the possibility of completing missed assignments.

### Units and Grades

The grading system used by the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, to advisers and the College Office, to graduate and professional schools, and to employers to whom the student chooses to submit them. Grades are symbols of achievement in a particular endeavor and should not be confused either with achievement itself or with personal worth.

Grades are important, particularly for students with pre-professional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

| Grade | Points per Unit                                 |
|-------|---|
| A+    | 4.0   |
| A     | 4.0   |
| A-    | 3.7   |
| B+    | 3.3   |
| B     | 3.0   |
| B-    | 2.7   |
| C+    | 2.3   |
| C     | 2.0   |
| C-    | 1.7   |
| D+    | 1.3   |
| D     | 1.0   |
| D-    | 0.7   |
| F     | 0.0   |
| CR    | Credit awarded, work not given finer evaluation |
| NCR   | No credit awarded due to unsatisfactory work    |
| I     | Course work incomplete                          |
| W     | Withdrawal                                      |
| R     | Repeat  |
| L     | Successful audit                                |
| Z     | Unsuccessful audit                              |
| N     | No grade submitted                              |
| S     | Satisfactory thesis work                        |
| U     | Unsatisfactory thesis work                      |

Grades earned in physical education courses are not included in calculating the student's GPA.

### Auditing a Course

Students may register for a specific course as an auditor, which entitles them to all the privileges of a regularly enrolled member of the class. Audit courses do not count toward the degree. Consult the instructor on the requirements of a successful audit, as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

### Incomplete Grades

If a student experiences medical or personal problems that make satisfactory completion of course work difficult or unlikely, they may request a grade of Incomplete (I) from one or more instructors. In such a situation, the student should take the following steps:

1. Meet with the instructor before the final examination or due date for the final paper to discuss the request.
2. If the instructor consents, agree on the work remaining to complete the course and on a date when it will be submitted.

If these steps are not followed, the instructor is under no obligation to award a grade of I. Failure to submit completed work by the last day of classes of the next full semester will

result in the I grade being changed automatically to a grade of F. For spring semester courses, this will be the last day of summer classes, typically mid-August.

By action of the faculty of the College of Arts & Sciences and the ArtSci Council, the college limits the number of accrued grades of Incomplete (I). The policy is intended to protect the student from building an overwhelming burden of unfulfilled course work. The regulation reads as follows: "Students who accrue three or more Incompletes will not be permitted to enroll for any subsequent semester until the number is reduced to two or fewer." Should students have too many Incompletes, they will be declared ineligible for subsequent semesters until they have complied with the regulation. Compliance is normally achieved by the posting of grades online, but it also may be achieved by a note from the professor(s) to the College Office confirming that the student has turned in all requisite assignments for the relevant class(es).

### Pass/Fail Option

To encourage students to enroll in courses they might not otherwise take, the faculty has established the credit/no credit option under which a student may register in courses and receive a grade of credit (CR) or no credit (NCR). In any semester, a full-time student may enroll in one course under the credit/no credit option. A maximum of 24 units earned under this option may be applied toward the AB degree. Students must designate which course is to be taken under the credit/no credit option each semester at the time of registration. No change into or out of the option may be made after the dates designated in the dates and deadlines calendar, published online in Course Listings (<https://courses.wustl.edu>) each semester.

No more than 12 of the 24 units allowed for the credit/no credit option may be applied to area distribution requirements.

It is the student's responsibility to discuss with the faculty member what constitutes a successful pass/credit in a particular course. Although the general pass mark is a C-, instructors have the discretion to set the pass mark higher in their individual courses.

The first-year writing course, the writing-intensive course, the applied numeracy course, and courses in the major and minor are excluded from the credit/no credit option. Pre-professional and prospective graduate students should also consider seriously the strong probability that professional schools may seek more definite grades than CR in courses that are required or strongly recommended for admission to professional or graduate study.

A few courses particularly designated by departments may require enrollment on a credit/no credit basis. When so required, students are permitted to elect an additional course to be taken credit/no credit but should consider carefully the consequences of that choice.

### Reading Days and Final Examination Period

When registering for classes at Washington University, students commit to all course requirements including the examination procedures chosen and announced by the course instructor. In selecting courses, students are advised to take note of all final exam information. Students anticipating conflicts in their final examination schedule should seek to resolve them with the relevant instructors before enrolling. Students should not register for courses that result in three or more final examinations on one day. If a student does so, the instructors are not obligated to offer an alternative exam.

Final exam days and times are subject to change. The most current final exam schedule information can be found on the Course Listings (<https://courses.wustl.edu>) website.

### Minimum and Maximum Course Loads

The average course load necessary to fulfill the required 120 units for the bachelor's degree in a timely fashion is 15 units — typically five courses — in each semester. Except for students approved for a reduced course load through Disability Resources, students must attempt a minimum of 12 units to be considered full-time. Students may not enroll for more than 21 units without permission and an additional per-unit tuition charge. Any enrollment between 12 and 18 units is considered typical.

Courses in the college that require more preparation and class time than average — foreign languages, mathematics and science — may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, students should consider taking fewer than 15 units of academic work in a particular semester, then balancing such intensive semesters with modest increased units in subsequent semesters.

### Repeating a Course

Students whose performance in a course has not met their expectations are permitted to retake the course, receive a second grade, and have the letter R, denoting the retake, placed next to the grade for the first enrollment. All registrations will show on the transcript; however, only the grade and units of the final enrollment will be used to calculate the GPA.

Please note: This procedure is not pedagogically sound and should be avoided in all but serious cases, such as a grade of D in a course required for the major.

**Regulations:** While courses initially taken credit/no credit (pass/fail) may be retaken for a letter grade, courses initially taken for a letter grade **must** be retaken for a letter grade. Credit earned in the original enrollment will not be revoked should a failing grade be earned in the second or subsequent enrollments. Except in the case of a retake of an unsuccessful audit, the retake policy

will not be invoked if the grade option for any of the enrollments is audit.

No student may use the retake option to replace a failing course grade received as a sanction for violation of the Academic Integrity Policy.

## Academic Probation and Suspension

Students are expected to maintain the highest level of scholarship during their time at Washington University. At a minimum, however, students must meet the standards set by the faculty as well as those mandated by the U.S. Department of Education. Those who do not complete at least 12 units or achieve a semester grade point average of 2.0 or better for each semester are subject to probation or, in extreme cases of poor academic performance, suspension. In certain cases, students who have completed at least 12 units and have a semester grade point average of at least 2.0 for each semester may still be placed on academic warning or probation if the Committee on Academic Progress identifies areas of significant concern about a student's progress.

Students must make acceptable progress toward meeting degree requirements. Students must be on pace to complete their program by attempting no more than 150 percent of the credits required. Anytime students fall below completing 2/3 or fewer of the credits they have attempted overall, they are considered to not be achieving satisfactory academic progress (SAP). The college will work with those students to develop a plan to help them achieve acceptable pace within a set period of semesters. Additionally, if it is determined that a student cannot complete their program within the 150 percent maximum credits, the student may not continue their program of study at Washington University.

In the event of academic probation, the student will be matched with a progress counselor for the following semester. The student must complete an academic agreement with the progress counselor to map out how improvement will be achieved. Failure to attend class or complete work in a timely manner may result in termination of enrollment for that semester.

In order to be eligible for a return to good academic standing, a student on warning or probation must complete at least 12 units of credit and earn no single grade of C- or lower. Students who do not meet this standard may be subject to academic suspension from the college. Students suspended for academic deficiency are not eligible for readmission to the College of Arts & Sciences until they demonstrate, under the conditions set for each individual case, a capacity to work productively at the level required by the college curriculum.

## Leaves of Absence

For certain students, time spent away from the academic setting is of great value in discovering objectives and gaining

experiences not available within the academic community. Undergraduates in good standing at the completion of a term are eligible to take a leave of absence (LOA) by completing an LOA request. Students on an LOA are assured reinstatement for the next two years. Before returning, students are asked to notify the College Office and submit a Reinstatement Form at least six weeks prior to the beginning of the appropriate term.

A student wishing to take a medical leave of absence (MLOA) must have a recommendation from Student Health Services submitted to the appropriate dean in the College Office prior to leaving and prior to re-enrollment. Upon reviewing the recommendations from Student Health Services and the student's file, the dean in the College Office will decide whether or not to grant the request for the MLOA and/or for re-enrollment.

## Transfer Credit

With preapproval, courses from accredited colleges and universities can be transferred to Washington University and will count toward a student's 120 units required for the Bachelor of Arts degree; such courses may also serve as prerequisites to advanced courses and may count, with prior departmental approval, toward a student's major or minor. They do not, however, substitute in Integrations or count toward other Arts & Sciences distribution requirements. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

For further information pertaining to transfer credit, matriculating first-year students should visit the Pre-Matriculation Credit (p. 136) section in this *Bulletin*; transfer students, visit the Transfer Students (p. 886) section in this *Bulletin*.

## Military Training

Army and Air Force ROTC programs are available at Washington University.

ROTC courses numbered I25 MILS 301C, MILS 302C, MILS 401C, MILS 402C and AFROTC courses numbered I02 MAIR 301, MAIR 302, MAIR 401, MAIR 402 will be granted full credit toward the AB degree, for a total of 12 units. The courses do not count toward the 90 minimum Arts & Sciences units required for the Bachelor of Arts degree but will instead be categorized in the 30 maximum units that students may earn in courses taken from Olin Business School, the School of Engineering & Applied Science, University College, or the Sam Fox School. These courses are letter graded and will count toward the GPA, as do courses from University College and the professional schools listed above.

ROTC courses numbered I25 MILS 101C, MILS 102C, MILS 201C, MILS 202C and AFROTC courses numbered I02 MAIR 101, MAIR 102, MAIR 201, MAIR 202 will be granted 1 credit each for the Physical Training component, as commensurate with performance courses currently receiving

credit toward the Bachelor of Arts degree, including courses listed under L28 Physical Education. Such courses will not count toward the GPA.

## University College Courses

Students in the College of Arts & Sciences may enroll in course work offered by University College (<http://ucollege.wustl.edu>) as long as they do not exceed one course a semester and a maximum total of 24 units. University College courses are subject to the degree requirement that stipulates only 30 units from any of the other schools of the university may be applied to the Bachelor of Arts degree. University College courses do not fulfill distribution requirements and can only count for a major or minor with approval from the relevant department. Students in the College of Arts & Sciences do not receive credit for online courses offered by University College.

## Administration

### Barbara A. Schaal, PhD

Dean of Arts & Sciences

The Mary-Dell Chilton Distinguished Professor in the Department of Biology in Arts & Sciences

### Jennifer R. Smith, PhD

Dean of the College of Arts & Sciences

Professor of Earth and Planetary Sciences

### Jami Ake, PhD

Assistant Dean

### Ingrid Anderson, PhD

Assistant Dean

### Warren Davis, MA

Assistant Dean

### Matthew DeVoll, PhD

Assistant Dean

### Joan Downey, MD, MPH

Assistant Dean

### Maya Ganapathy, PhD

Assistant Dean

### Michael Getty, PhD

Assistant Dean

### Nicole Gore, JD

Assistant Dean

### Carolyn Herman, EdD

Associate Dean

### Joy Kiefer, PhD

Associate Dean

### Dirk Killen, PhD

Associate Dean

### Mary Laurita, PhD

Assistant Dean

### Grizelda McClelland, PhD

Assistant Dean

### Sean McWilliams, PhD

Assistant Dean

### Heather Rice, PhD

Assistant Dean

### Jennifer Romney, PhD

Associate Dean

### Trevor Sangrey, PhD

Assistant Dean

### Nicole Svobodny, PhD

Assistant Dean

### Wilmetta Toliver-Diallo, PhD

Assistant Dean

### John Wingfield, PhD

Assistant Dean

## Majors (directory)

Below is a list of majors offered by the College of Arts & Sciences. Visit a page below to view more information about a specific major. For the entire list of majors offered by all the undergraduate schools, please visit the Majors (all schools) (p. 34) directory.

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Anthropology: Global Health and Environment (p. 211)

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Romance Languages and Literatures (p. 811)  
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Urban Studies (p. 846)  
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## Minors (directory)

Below is a list of minors offered by the College of Arts & Sciences. Visit a page below to view more information about a specific minor. For the entire list of minors offered by all the undergraduate schools, please visit the Minors (all schools) (p. 36) directory.

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|   |   |
|---|---|
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| Biomedical Physics (p. 740)                       | Philosophy of Science (p. 712)                      |
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| Hebrew (p. 485)                                   |   |
| History (p. 495)                                  |   |
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| Italian (p. 605)                                  |   |
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# Business

## About Olin Business School

At Olin, students get down to business from day one. We believe that the more they learn, the more opportunity they have to become the people they want to be. Their immersion in business begins immediately, giving them a full four years to discover and develop their passions. Students choose from our eight business majors and three business minors. They can earn two majors and one minor, both inside Olin and with other Washington University schools. They'll take 40 percent of their classes outside the business school to give them flexibility to explore other interests and create their own unique paths.

Olin Business School is a welcoming community where everyone values teamwork and collaboration. Students form lifelong relationships, both personal and professional. They can rely on the support they need from faculty, staff and their fellow students while still feeling challenged in their studies. They'll get to know their professors, dedicated teachers who genuinely care about their success in the program — and afterwards.

Students find many opportunities to apply what they've learned in class to real-world situations on campus, in St. Louis, and around the globe. These experiential learning opportunities — from student consulting and internships to case competitions and study abroad programs — prepare students to thrive in a constantly changing, global marketplace. In fact, more than 50 percent of our undergrads participate in study abroad and internship opportunities around the world, gaining a global perspective that will serve them well throughout their careers.

Olin prepares students to be leaders who use critical and creative thinking to solve problems and achieve results. Our Midwestern values of integrity, empathy and hard work will become second nature to them. Whatever career path they choose to take after graduation, Olin Business School is an exceptional launching pad for success.

## Bachelor of Science in Business Administration (BSBA)

Olin Business School offers a full-time Bachelor of Science in Business Administration (BSBA) degree program of instruction. Undergraduate students at the Olin School may choose to major in one or two professional fields in business as part of their degrees. Our BSBA students enroll in business courses in their first year. The curriculum covers the core functional areas of business. At least one major course of study in a field of business and at least 40 percent of the course work must be in nonbusiness fields — from fine arts to science — allowing students to pursue individual careers and ensuring a well-rounded educational experience.

## Majors

BSBAs are offered the option to focus their studies in a specific field of business. While a business student is not required to declare a business major, almost all our business students earn at least one professional major. A student may pursue one or two majors from the list below:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Financial Engineering (This is offered to any BSBA as a second major option only.)
- Health Care Management
- Leadership and Strategic Management
- Marketing
- Operations and Supply Chain Management

Specific requirements for each major can be found in the "Majors for BSBA Degree Candidates" section of this page.

## Combined Majors

Business students have the option to major in more than one field of study. BSBA students can earn a total of two majors either both in business or one in business and one outside of the Olin School. For example, a student could earn a BSBA degree with a major in finance and a major in English literature from the College of Arts & Sciences. Students must complete the specific courses required for the second major, but they are not required to complete the general requirements for the second degree. Students should consult with their academic advisers for additional information. Upon completion, the student's transcript would show a BSBA degree along with the earned second major. A diploma is awarded for the degree, with reference to any major(s) on the official transcript.

## Minors

Many departments and schools in the university offer minors. Business students also can pursue a minor outside of Olin Business School in any recognized academic discipline offered within the university by satisfactorily completing all the requirements for both the BSBA degree and the minor. Required courses for a minor outside of business may range from 15 to 27 units, depending on the specific regulations of the academic department. A business student who applies for a minor and completes all of the requirements will have the award of the minor noted on the official transcript. A student must be approved for admission to a minor program by the department offering the minor.

Business students typically may not minor in a business subject. However, BSBA students may choose our business of sports minor, business of entertainment minor, or the international business minor offered through the Olin Business School.

Additional information, as well as information for students from other schools of Washington University who wish to pursue business minors, can be found in the Minors for Non-BSBA Degree Candidates (p. 913) section of this page.

## Combined Degrees

A student also can earn two undergraduate degrees simultaneously — a BSBA degree and another undergraduate degree offered at the university. The student must be admitted to the other degree-granting program, and they must meet specific degree requirements for both schools. Typically, this option requires additional time to complete all requirements. For example, if a student combines a business degree with a degree from the College of Arts & Sciences, the student must complete a minimum of 150 units between the two disciplines. Of the 150 units, at least 90 units must be from the College of Arts & Sciences and at least 60 units from Olin Business School. Some courses may be used to satisfy both degree requirements simultaneously. Because requirements for a second degree vary from discipline to discipline, students should talk with their primary adviser to plan their program.

## Joint Undergraduate and Business Master's Degrees

### Master of Business Administration (MBA)

A special five-year program combining an undergraduate degree with the Master of Business Administration degree is available to a select number of undergraduates. Often referred to as the 3+2 program, it combines three years of undergraduate study and two years of MBA study for completion of both degrees in five years. Joint programs include: the AB/MBA degrees offered with the College of Arts & Sciences, the BS/MBA degrees offered with the School of Engineering & Applied Science, and the BSBA/MBA degrees offered through Olin Business School.

Admission to the 3+2 program is extremely competitive. The student must have a superior academic record, an outstanding performance on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) and substantive summer internship experience in a related field.

Students apply during the winter of their junior year and begin the full-time MBA program in the fall semester. They must complete at least 90 units of undergraduate course work before entering Olin's MBA program and then complete an additional 66 units of graduate-level courses. Students should consult their academic adviser during their sophomore year regarding specific degree requirements. If a student's undergraduate major is in the School of Engineering & Applied Science or the College of Arts & Sciences, up to 15 units of remaining undergraduate courses will apply toward the 66 units required in the MBA program. If a student's undergraduate major is in Olin Business School, up to 6 units of remaining undergraduate course work will apply

toward the 66 units required in the MBA program. Visit the MBA website page on joint degrees (<http://www.olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>) for more information, including additional requirements for Arts & Sciences candidates.

To apply, contact the Graduate Programs Office in Knight Hall, Room 310, or send an email to [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu) ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu)).

## Specialized Master's Programs

A specialized master's degree is highly concentrated and singular in focus, providing intensive education in one business discipline. Olin Business School offers a variety of specialized master's programs. Visit our website (<http://olin.wustl.edu/SMP>) for details. Further information is available in the Graduate Programs Office in Knight Hall, Room 310, or by emailing the programs using the contact information below.

Undergraduate students interested in pursuing a specialized master's degree should contact the Graduate Programs Office as early as possible. Combined Program General Principles and Guidelines are as follows:

1. Undergraduate students should apply to a specialized master's program (SMP) during their junior year (as defined by credit hours) in order to allow sufficient lead time for an admissions decision and for academic planning.
2. Undergraduate students who have been admitted to a combined SMP will be limited to taking a maximum of 21 graduate credit hours during their senior year while still officially coded as an undergraduate student.
3. Students must enroll for at least one full-time semester (fall, spring or summer) coded and registered as a graduate student.
4. Tuition for the graduate semester will be applied at the full-time graduate program rate for the specific degree program the student is pursuing.
5. If the student needs additional course work beyond the immersive graduate semester, they will be charged the full-time or part-time graduate tuition rate — whichever applies based on the number of credit hours.

For students at Washington University, the GMAT/GRE requirement and \$100 application fee are waived.

### Master of Accounting (MACC)

For career interests in public or corporate accounting, consulting or financial services, the Olin School's Master of Accounting (MACC) program will prepare students for an exciting and challenging future. This program requires 33 graduate-level credit units in addition to the course work requirements for an undergraduate degree. Course work is included to help meet eligibility requirements to sit for the CPA exam in states with the

"150-hour rule." It is expected that students will have completed Intermediate Financial Accounting before beginning the program.

Visit the MACC website (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/master-of-accounting/Pages/default.aspx>) or email [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu) ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu)).

### Master of Science in Customer Analytics (MSCA)

The MSCA program provides students with the tools to become analytics-driven business managers, well-versed to guide firms in the emerging era of big data and data-driven decision-making. Washington University's Olin Business School, School of Engineering & Applied Science, and the College of Arts & Sciences have partnered with business technology industry leader IBM to create a curriculum that will help students formulate and implement analytics-driven approaches to marketing.

Completion of the degree requires a minimum of 39 credits of graduate-level (500-level) structured course work, in addition to the course requirements for an undergraduate degree. A two-day course in SPSS programming is taught in August and required as a foundations course. Students must maintain a minimum GPA of 3.0. Applicants to the MSCA program should have taken at least two courses in calculus or equivalent course work and one course in statistics.

Visit the MSCA website (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/ms-in-customer-analytics/Pages/default.aspx>) or email [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu) ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu)).

### Master of Science in Finance (MSF)

Graduates of the Olin School's Master of Science in Finance (MSF) develop highly targeted skills by selecting the curriculum track best suited to their career aspirations. These rigorous and comprehensive graduate programs offer in-depth training in securities research, asset management, derivative pricing, fixed income and corporate finance for students pursuing specialized finance careers:

- The Corporate Finance and Investments track (<https://olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-finance/Pages/Corporate-Finance-and-Investments-Curriculum.aspx>) and Wealth and Asset Management track (<https://olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-finance/Pages/wealth-and-asset-management-curriculum-.aspx>) require 30.5 graduate-level credit units in addition to the course requirements for an undergraduate degree. These prepare students for careers in asset management, sales and trading, industry finance, investment banking, private wealth management and consulting.

- The Quantitative Finance track (<https://olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-finance/Pages/Quantitative-Finance-Curriculum.aspx>) requires 39 graduate-level credit units in addition to the course requirements for an undergraduate degree. It prepares students for careers in credit risk analysis, derivative pricing, risk management modeling and financial software development.

Applicants to the MSF program must have taken microeconomics, statistics and calculus.

Visit the MSF website (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-finance/Pages/default.aspx>) or email [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu) ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu)).

### Global Master of Finance Program (GMF)

To meet demand for graduates with global financial expertise, Olin Business School offers programs that feature study at the campuses of five prestigious international universities.

- Singapore Management University (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/partners/SMU-MAF/Pages/default.aspx>)
- Yonsei University in South Korea (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/partners/Yonsei-MBA/Pages/default.aspx>)
- IDC Herzliya in Israel (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/partners/IDC-MSF/Pages/default.aspx>)
- WHU Otto Beisheim School of Management in Germany (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/partners/WHU/Pages/default.aspx>)
- Universitat Pompeu Fabra, Barcelona School of Management in Spain (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/partners/UPF/Pages/default.aspx>)

Applicants to the Global Master of Finance dual degree program should have taken microeconomics, statistics and calculus.

Visit the GMF website (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/Pages/default.aspx>) or email [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu).

### Master of Science in Supply Chain Management (MSSCM)

Exceptional management of the production and delivery of a firm's products and services — its supply chain — is essential. The Master of Science in Supply Chain Management degree equips graduates to stand out in this challenging and critically important career field. This program provides students with comprehensive preparation in all areas relevant to sophisticated

management of a company's supply chain, whether the company is engaged in manufacturing or in the delivery of complex services.

Completion of the degree requires a minimum of 36 graduate-level credit hours in addition to the course requirements for an undergraduate degree.

Visit the MSSCM website (<http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-supply-chain-management/Pages/default.aspx>) or email [OlinGradAdmissions@wustl.edu](mailto:OlinGradAdmissions@wustl.edu) ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu)).

## Special Opportunities

### Center for Experiential Learning

The Center for Experiential Learning (CEL) is an educational center located in the Olin Business School. The CEL is focused on creating innovative learning opportunities with meaningful impact in the business and nonprofit communities. Courses available to undergraduate students include team-based consulting projects ranging from startups to Fortune 500 companies to local nonprofit organizations. Visit the CEL website (<http://www.olin.wustl.edu/cel/Pages/default.aspx>) for more information.

### Entrepreneurship

Olin School offers both a major and minor in entrepreneurship, a business plan course known as the Hatchery, and the CEL Entrepreneurial Consulting Team. There are also many universitywide resources including the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Read about entrepreneurship opportunities on the BSBA website (<http://www.olin.wustl.edu/EN-US/academic-programs/bs-business-administration/academics/Pages/entrepreneurship.aspx>).

### Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the Olin School. Projects may be done for 1 to 6 units, but normally no more than 3 units will be granted in any one semester. For more information, please refer to the Olin School's *Undergraduate Student Handbook*.

Students may apply a maximum of 6 units of independent study in business and 6 units outside of the Olin School toward the 120-unit degree requirement.

### Internship for Credit Opportunities

Olin Business School first-year students and sophomores who have a summer internship can enroll in MGT 450A for academic credit. This online course is designed to deepen a student's overall learning gained from an internship. Students enroll in this 1.5-credit course on a Pass/Fail basis. While this course will be

listed on a student's academic transcript, it will not count toward the 120 units needed for graduation.

Olin Business School juniors or seniors who have completed the core requirement and one advanced elective in the appropriate major field may apply to receive credit for internship experience. Students must work under the direction of a faculty member to complete an academic paper/project. The Internship Petition Form must be submitted to the student's academic adviser by the end of the second week of the academic semester. A maximum of 6 units of internship course work may be applied toward the BSBA degree.

### Management Communication Center

Students hone their communication skills with free lab-based coaching at Olin's Management Communication Center (MCC). Our communication consultants help them learn to communicate effectively, present confidently, and ultimately, influence business decisions. Through strategies like personalized coaching, rehearsals, interactive workshops and critique sessions, students will develop the personal and professional skills required for lifelong career advancement in today's global marketplace. The MCC is located in Simon Hall. Visit the MCC website (<http://www.olin.wustl.edu/EN-US/partners-resources/facilities-services/Pages/Management-Communication-Center.aspx>) for more information.

### Study Abroad

Business students have the opportunity to participate in various study abroad programs, providing they meet the eligibility requirements.

Options include:

- **Olin International Internship Programs** (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/Pages/international-internships.aspx>) combine classroom learning with full-time internship placement of approximately 10-12 weeks. Students complete a significant research project in conjunction with the internship experience.
- **Olin Semester Study Abroad Opportunities** (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/Pages/study-abroad.aspx>) in Asia, Europe and South America offer business, language and general studies courses. Some programs require intensive language courses, others are taught in English.

**Academic Study Tours** are a required academic component for several of our abroad programs. Students earn business credit for this experience. The European Study Tour is designed to develop research, analysis and presentation skills in an experiential format to allow students to apply theory, concepts and skills gained at Olin to consulting-type exercises abroad. The Asian Study Tour Series allows students the opportunity to explore the business and culture of that region. Information on

programs that participate in the Academic Study Tours (<https://olinwustl.campusgroups.com/bsbaglobal/academic-study-tours>) are available on the Olin Global Programs website.

- Study abroad programs sponsored by Overseas Programs (<http://overseas.wustl.edu>) in the College of Arts & Sciences.
- Short-term and summer programs lasting from two to eight weeks for 3 to 6 credits.

Detailed information and eligibility requirements for study abroad are available on the Olin Global Programs website (<https://olinwustl.campusgroups.com/bsbaglobal/about>) or in the BSBA Programs office.

### Israel Summer Business Academy (ISBA)

Students may participate in the Israel Summer Business Academy (ISBA), administered by Washington University in St. Louis but open to students from all institutions. This unique opportunity, open to undergraduate students of all faiths and beliefs, allows students to study and immerse themselves in the Israeli business environment. They will learn about entrepreneurship, innovation and startup consulting through course work, speakers, company visits and consulting while earning 6 units of academic credit. ISBA is a collaboration between Olin Business School at Washington University in St. Louis and the Interdisciplinary Center (IDC) in Herzliya, Israel. Students learn firsthand about business in Israel, a country that has built itself around entrepreneurship. For more information visit the ISBA website (<https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/israel-summer-business-academy/Pages/default.aspx>).

## Undergraduate Teaching Assistantships

In this challenging program, outstanding students are chosen to assist various professors with their course development work or research efforts. Students may conduct library research, perform computer programming, develop new learning materials for class, assist other students with their writing skills, or tutor in various areas of the curriculum.

Participation in the Undergraduate Teaching Assistantship (UTA) program is voluntary and may begin as early as the first year. As a participant, students are paid the going rate for student assistants. UTA experience also impresses company recruiters.

## Academic Support Services

### Academic Advising

Olin Business School provides students with expert academic advising and support. BSBA Student Services has nine academic advisers who serve as professional advisers to all undergraduate students on procedural matters, course planning, registration and other academic matters.

### The Olin School Peer Ambassadors

In this program, undergraduate business students who are familiar with the university and with the Olin School's programs and policies help incoming students make a smooth transition to the university by providing informal peer advising services throughout their first year here.

## Weston Career Center

To provide students with personalized career planning and job search services, Olin Business School operates its own career center in Knight and Bauer Halls. The Weston Career Center (WCC) delivers a variety of career management programs and services to Olin Business School undergraduate and graduate students. Services include: one-on-one advising and consultation with a functional career specialist, workshops and professional development seminars, company information sessions, mock interviews, self-assessments, résumé and cover letter writing, and networking — all the tools needed for an effective job search.

On-campus interviews take place in the Knight and Bauer Hall Interview Suite or Danforth Center throughout the academic year. Business students are encouraged to meet with the center's staff early in the school year to discuss career and professional goals. The WCC also maintains an extension office in Simon Hall for quick questions and technical support. For more information, visit the OlinCareers website (<http://olincareers.wustl.edu/EN-US/Pages/default.aspx>), or contact the Weston Career Center by phone at 314-935-5950 or email at [wcc@olin.wustl.edu](mailto:wcc@olin.wustl.edu).

**Phone:** 314-935-6315  
**Email:** [bsba@olin.wustl.edu](mailto:bsba@olin.wustl.edu)  
**Website:** <http://olin.wustl.edu>

## Faculty

### Dean

**Mark Taylor** (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mark.p.taylor>)  
PhD, Birbeck College, University of London

### Endowed Professors

**Nicholas S. Argyres** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=argyres>)  
Vernon W. and Marion K. Piper Professor of Strategy  
PhD, University of California, Berkeley

**William P. Bottom** (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=bottomb>)  
Joyce and Howard Wood Distinguished Professor of Organizational Behavior  
PhD, University of Illinois at Urbana-Champaign

**J. Stuart Bunderson** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=bunderson>)  
George and Carol Bauer Professor of Organizational Ethics and Governance  
PhD, University of Minnesota

**Siddhartha Chib** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=chib>)  
Harry C. Hartkopf Professor of Econometrics and Statistics  
PhD, University of California, Santa Barbara

**Kurt T. Dirks** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=dirks>)  
Bank of America Professor of Managerial Leadership  
PhD, University of Minnesota

**Philip H. Dybvig** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=dybvig>)  
Boatmen's Bancshares Professor of Banking and Finance  
PhD, Yale University

**Hillary Anger Elfenbein** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=helfenbein>)  
John K. Wallace Jr. and Ellen A. Wallace Distinguished Professor  
PhD, Harvard University

**Richard M. Frankel** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=frankel>)  
Beverly and James Hance Professor of Accounting  
PhD, Stanford University

**Barton H. Hamilton** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hamiltonb>)  
Robert Brookings Smith Distinguished Professor of Entrepreneurship  
PhD, Stanford University

**Ronald R. King** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=rking>)  
Myron Northrop Professor of Accounting  
PhD, University of Arizona

**Panos Kouvelis** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=kouvelis>)  
Emerson Professor of Operations and Manufacturing Management  
PhD, Stanford University

**Hong Liu** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=liuh>)  
Fossett Distinguished Professor in Finance  
PhD, University of Pennsylvania

**Glenn M. MacDonald** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=macdonald>)  
John M. Olin Distinguished Professor of Economics and Strategy  
PhD, University of Rochester

**Judi McLean Parks** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mcleanparks>)  
Reuben C. and Anne Carpenter Taylor Professor of Organizational Behavior  
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**Todd T. Milbourn** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=milbourn>)  
Hubert C. and Dorothy R. Moog Professor of Finance  
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**Chakravarthi Narasimhan** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=narasimhan>)  
Philip L. Siteman Professor of Marketing  
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**Jackson A. Nickerson** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=nickerson>)  
Frahm Family Professor of Organization and Strategy  
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## Professors

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**Lingxiu Dong** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=dong>)  
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(Operations and Manufacturing Management)

**Radhakrishnan Gopalan** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=gopalan>)  
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**Ohad Kadan** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=kadan>)  
PhD, Hebrew University  
(Finance)

**Anne Marie Knott** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=knott>)  
PhD, University of California, Los Angeles  
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**J. Lamar Pierce** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=pierce>)  
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PhD, Duke University  
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**Janis Skrastins** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=jskrastins>)  
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**Ulya Tsolmon** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=utsolmon>)  
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## Senior Lecturers

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MBA, Washington University  
(Entrepreneurship)

**John Horn** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=johnhorn>)  
PhD, Harvard University  
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**Konstantina Kiouisis** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=kiouisis>)  
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**Professors Emeriti**

**Nicholas Baloff**  
(Business and Public Administration)

**Nicholas Dopuch**  
Hubert C. & Dorothy R. Moog Professor Emeritus of Accounting

**Stuart I. Greenbaum** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=greenbaum>)  
Former Dean and Bank of America Professor Emeritus of Managerial Leadership  
PhD, Johns Hopkins University

**James T. Little**  
Donald Danforth Jr. Distinguished Professor Emeritus of Business  
PhD, University of Minnesota

**Ambar Rao**  
Fossett Distinguished Professor Emeritus of Marketing

**J. George Robinson**  
Professor Emeritus of Marketing

**Robert L. Virgil Jr.**  
Dean Emeritus of the John M. Olin Business School and Professor Emeritus of Accounting

**John E. Walsh Jr.**  
(Management)

**Majors**

**Majors for BSBA Degree Candidates**

In addition to the 41 core professional units (listed on the Degree Requirements (p. 930) page of this *Bulletin*), a BSBA degree candidate must complete at least 19 professional elective units. Students may apply these professional electives toward a specific professional major. Majors in the business curriculum are offered as an option to focus their studies in a specific field of business. All major courses must be taken in residence.

Course work from an approved Washington University study abroad program will count as in-residence work. However, only one course per major may be taken through a study abroad experience.

Students may select a major from the following disciplines:

- Accounting (p. 907)
- Economics and Strategy (p. 907)
- Entrepreneurship (p. 908)
- Finance (p. 908)
- Financial Engineering (p. 908)\*
- Health Care Management (p. 909)
- Leadership and Strategic Management (p. 909)
- Marketing (p. 910)
- Operations and Supply Chain Management (p. 910)

\*The financial engineering major is offered to any undergraduate day division student as a second major option only.

**The Major in Accounting**

**Total units required: 15**

- Accounting Core: 6 units
  - ACCT 3610 Intermediate Financial Accounting Theory I
  - ACCT 3620 Intermediate Financial Accounting II
- Accounting Elective Choices: 9 units

| Code      | Title                                  | Units |
|-----------|--|-------|
| ACCT 400C | Not-For-Profit Accounting              | 1.5   |
| ACCT 400L | Ethical Decision Making in Accounting  | 1.5   |
| ACCT 464  | Auditing                               | 3     |
| ACCT 466  | Financial Statement Analysis           | 3     |
| ACCT 467  | Income Tax Fundamentals                | 3     |
| ACCT 4680 | Advanced Financial Accounting Problems | 3     |

**The Major in Economics and Strategy**

**Total units required: 12**

- Economics and Strategy Core: 12 units

| Code     | Title                                      | Units |
|----------|--|-------|
| MEC 370  | Game Theory for Business                   | 3     |
| MEC 400K | Research Analysis in Industry              | 3     |
| MEC 470  | Market Competition and Value Appropriation | 3     |
| MEC 471  | Empirical Techniques for Industry Analysis | 3     |

## The Major in Entrepreneurship

Total units required: 15

Entrepreneurship Core: 6 units

| Code    | Title  | Units |
|---------|--|-------|
| MGT 421 | Introduction to Entrepreneurship                     | 3     |
| MGT 424 | Business Planning for New Enterprises (The Hatchery) | 3     |

Entrepreneurship Electives: 9 units (must select 3 units from each category)

- Industry Elective Choices: (at least 3 units required)

| Code     | Title  | Units |
|----------|--|-------|
| CSE 131  | Computer Science I                                       | 3     |
| Econ 335 | Money and Banking  | 3     |
| FIN 549H | Special Topics: Real Estate Finance                      | 1.5   |
| INTL 320 | Business, Innovation and Entrepreneurship in Israel      | 3     |
| MEC 460  | Economics of Entertainment                               | 3     |
| MGT 320  | Olin Grand Rounds: The Business and Practice of Medicine | 3     |
| MGT 380  | Business Strategy  | 3     |
| MGT 440  | Sports Management  | 1.5   |
| MKT 465  | Retail Management  | 3     |

- Experiential Elective Choices: (at least 3 units required)

| Code     | Title                               | Units |
|----------|-------------------------------------|-------|
| MGT 401  | Management Center Practicum         | 3     |
| MGT 450C | Venture Consulting                  | 3     |
| MGT 450X | CEL Entrepreneurial Consulting Team | 3     |
| MGT 460K | Taylor Community Consulting         | 3     |

- Skills Elective Choices: (at least 3 units required)

| Code     | Title                                      | Units |
|----------|--|-------|
| ACCT 466 | Financial Statement Analysis               | 3     |
| CSE 104  | Web Development                            | 3     |
| CSE 438S | Mobile Application Development             | 3     |
| MEC 370  | Game Theory for Business                   | 3     |
| MEC 470  | Market Competition and Value Appropriation | 3     |
| MGT 301  | Legal Environment of Business Management   | 3     |
| MKT 378  | Marketing Research                         | 3     |
| MKT 400E | Sales Management                           | 3     |
| MKT 400F | Brand Management                           | 3     |
| MKT 478  | New Product Management                     | 3     |
| OB 461   | Negotiation                                | 3     |

## The Major in Finance

Total units required: 12

Finance Core: 9 units

| Code    | Title                                      | Units |
|---------|--|-------|
| FIN 441 | Investments                                | 3     |
| FIN 448 | Advanced Financial Management              | 3     |
| FIN 451 | Options, Futures and Derivative Securities | 3     |

Finance Elective Choices: 3 units

| Code        | Title   | Units |
|-------------|---|-------|
| FIN 400I    | Mergers & Acquisitions                            | 1.5   |
| FIN 400J    | Advanced Valuation                                | 1.5   |
| B52 FIN 420 | International Economics and Finance               | 3     |
| FIN 428     | Investments Praxis                                | 3     |
| FIN 443     | International Finance                             | 3     |
| FIN 447     | Information, Intermediation and Financial Markets | 3     |
| FIN 470A    | Research Methods in Finance                       | 3     |

## The Major in Financial Engineering

The financial engineering major is offered only as a second major option. Therefore, BSBA students must select another business major in order to be eligible to pursue this major.

Total units required: 30 required units and 18 units of prerequisite course work

Background Requirements: 18 units

| Code     | Title   | Units |
|----------|---|-------|
| CSE 131  | Computer Science I                                    | 3     |
| Math 217 | Differential Equations                                | 3     |
| Math 233 | Calculus III  | 3     |
| Math 309 | Matrix Algebra  | 3     |
| MEC 290  | Microeconomics  | 3     |
|          | or Econ 4011 Intermediate Microeconomic Theory        |       |
| QBA 121  | Managerial Statistics II                              | 3     |
|          | or ESE 326 Probability and Statistics for Engineering |       |
|          | or Econ 413 Introduction to Econometrics              |       |
|          | or Math 439 Linear Statistical Models                 |       |

Engineering Professional Core Requirements: 15 units

| Code     | Title  | Units |
|----------|--|-------|
| CSE 240  | Logic and Discrete Mathematics                         | 3     |
| CSE 247  | Data Structures and Algorithms                         | 3     |
| CSE 417T | Introduction to Machine Learning                       | 3     |
|          | or CSE 427S Cloud Computing with Big Data Applications |       |

|                       |                                     |   |
|-----------------------|-------------------------------------|---|
| ESE 403<br>or ESE 415 | Operations Research<br>Optimization | 3 |
| ESE 427               | Financial Mathematics               | 3 |

Olin Professional Core Requirements: 9 units

| Code      | Title                                    | Units |
|-----------|--|-------|
| ACCT 2610 | Principles of Financial Accounting       | 3     |
| FIN 340   | Capital Markets and Financial Management | 3     |
| FIN 441   | Investments                              | 3     |

Olin Elective Choices: 6 units required

| Code     | Title  | Units |
|----------|--|-------|
| FIN 500Q | Quantitative Risk Management                   | 3     |
| FIN 537  | Advanced Derivative Securities                 | 3     |
| FIN 539  | Mathematical Finance                           | 1.5   |
| FIN 551  | Advanced Fixed Income and Credit Risk Modeling | 2     |
| FIN 552  | Fixed Income Derivatives                       | 1.5   |

## The Major in Health Care Management

Total units required: 15

Health Care Management Core: 12 units

| Code    | Title  | Units |
|---------|--|-------|
| MGT 320 | Olin Grand Rounds: The Business and Practice of Medicine | 3     |
| MGT 321 | Health Economics and Policy                              | 3     |
| MGT 322 | Health Care Management                                   | 3     |
| MGT 420 | Research in Health Care Management                       | 3     |

Health Care Management Elective Choices: 3 units

| Code        | Title  | Units |
|-------------|--|-------|
| AMCS 226    | Sociological Approaches to American Health                       | 3     |
| AMCS 4135   | Tobacco: History, Culture, Science, and Policy                   | 3     |
| Anthro 260  | Topics in Health and Community                                   | 1     |
| Anthro 3283 | Introduction to Global Health                                    | 3     |
| Anthro 3309 | Anthropological Perspectives on Care                             | 3     |
| Anthro 3310 | Health, Healing and Ethics: Introduction to Medical Anthropology | 3     |
| Anthro 333  | Culture and Health   | 3     |
| Anthro 3621 | Anthropology of Human Birth                                      | 3     |
| Anthro 3626 | Adventures in Nosology: The Nature and Meaning of Disease        | 3     |
| Anthro 3875 | Pharmaceutical Personhood  | 3     |

|             |  |   |
|-------------|--|---|
| Anthro 4134 | The AIDS Epidemic: Inequalities, Ethnography and Ethics  | 3 |
| Anthro 4883 | The Political Economy of Health  | 3 |
| Biol 2010   | The Science of Biotechnology   | 3 |
| Biol 3183   | History of Genetics in the 20th Century  | 3 |
| Biol 348    | Emerging Infectious Diseases   | 2 |
| Phil 233F   | Biomedical Ethics  | 3 |
| Psych 305   | Health Psychology  | 3 |
| WGSS 310    | From Hysteria to Hysterectomy: Women's Health Care in America                                  | 3 |
| WGSS 343    | Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction | 3 |

## The Major in Leadership and Strategic Management

Total units required: 12 units

Leadership Group A Elective Choices: (at least 3 units from Group A required)

| Code     | Title  | Units |
|----------|--|-------|
| MGT 450V | Defining Moments: Lessons in Leadership & Character From the Top | 1.5   |
| OB 400C  | Women in Leadership  | 1.5   |
| OB 400D  | Thinking Creatively and Leading Creative Teams                   | 1.5   |
| OB 461   | Negotiation  | 3     |
| OB 462   | Leadership in Organizations                                      | 3     |

Leadership Group B Elective Choices: (at least 3 units from Group B required)

| Code     | Title   | Units |
|----------|---|-------|
| MGT 380  | Business Strategy   | 3     |
| MGT 402  | Ethical Issues in Managerial Decision Making                                    | 1.5   |
| MGT 450R | Business & Government: Understanding and Influencing the Regulatory Environment | 1.5   |
| MGT 460G | Critical Thinking and Complex Problem Solving for Business                      | 1.5   |
| MGT 460H | Corporate and Global Strategy   | 3     |

Leadership Group C Elective Choices: (recommended for HR/HR Consulting)

| Code     | Title                                | Units |
|----------|--------------------------------------|-------|
| HRM 325A | Personnel/Human Resources Management | 3     |

|         |  |   |
|---------|--|---|
| MEC 391 | Economics of Human Resource Management | 3 |
|---------|--|---|

## The Major in Marketing

**Total units required:** 12

Marketing Core: 3 units

| Code    | Title              | Units |
|---------|--------------------|-------|
| MKT 378 | Marketing Research | 3     |

Marketing Electives: 9 units

- Group A Marketing Elective Choices: (at least 6 units from Group A required)

| Code     | Title                           | Units |
|----------|---------------------------------|-------|
| MKT 377  | Consumer Behavior               | 3     |
| MKT 400F | Brand Management                | 3     |
| MKT 400G | Digital Marketing and Analytics | 3     |
| MKT 470E | Pricing Strategies              | 3     |
| MKT 478  | New Product Management          | 3     |
| MKT 480  | Marketing Strategy              | 3     |

- Group B Marketing Elective Choices:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| MKT 400E    | Sales Management                   | 3     |
| MKT 450F    | Luxury Goods and a Dash of Fashion | 3     |
| MKT 465     | Retail Management                  | 3     |
| MKT 477     | International Marketing            | 3     |
| or MKT 477S | International Marketing Sydney     |       |
| or MKT 477L | International Marketing London     |       |
| MKT 481     | Integrated Marketing Communication | 3     |

## The Major in Operations and Supply Chain Management

**Total units required:** 12 units

Group A OSCM Elective Choices (at least 6 units from Group A required)

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| OSCM 400C | Analytics for Operational Excellence | 3     |
| OSCM 400D | Supply Chain Management              | 3     |
| OSCM 458  | Operations Planning and Control      | 3     |

Group B OSCM Elective Choices

| Code     | Title                         | Units |
|----------|-------------------------------|-------|
| MGT 380  | Business Strategy             | 3     |
| MGT 460H | Corporate and Global Strategy | 3     |
| MKT 378  | Marketing Research            | 3     |
| MKT 465  | Retail Management             | 3     |

### Class of 2021 Degree Requirements:

For a comprehensive view of our degree program, please review the requirements on our website (<http://www.olin.wustl.edu/EN-US/academic-programs/bs-business-administration/academics/Pages/curriculum.aspx>).

### Academic Options for Non-BSBA Degree Students

A student in another undergraduate division of the university may choose to complete a second major or a minor in a business discipline.

### Second Majors

Any non-BSBA degree student may earn a second major in a specific major discipline offered through Olin Business School. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major in business, they are required to follow the degree requirements for their primary school/major along with a set of core business requirements and 12-15 units of professional electives.

### Core Business Requirements:

| Code         | Title                                  | Units |
|--------------|--|-------|
| ACCT 2610    | Principles of Financial Accounting     | 3     |
| ACCT 2620    | Principles of Managerial Accounting    | 3     |
| Math 132     | Calculus II                            | 3     |
| MGT 100      | Individual in a Managerial Environment | 3     |
| or MGT 380   | Business Strategy                      |       |
| MEC 290      | Microeconomics                         | 3     |
| or Econ 4011 | Intermediate Microeconomic Theory      |       |
| MEC 292      | Global Economy                         | 3     |
| or Econ 1021 | Introduction to Macroeconomics         |       |
| QBA 120      | Managerial Statistics I *              | 3     |
| QBA 121      | Managerial Statistics II               | 3     |
| or Econ 413  | Introduction to Econometrics           |       |
| or Math 439  | Linear Statistical Models              |       |
| Total Units  |  | 24    |

\*Second majors may substitute Math 2200, Math 3200, ESE 326 or Pol Sci 363 for QBA 120.

Students may select a second major from the following disciplines:

- Accounting (p. 911)
- Economics and Strategy (p. 911)\*\*
- Entrepreneurship (p. 911)
- Finance (p. 912)
- Health Care Management (p. 912)

- Leadership and Strategic Management (p. 912)
- Marketing (p. 913)
- Operations and Supply Chain Management (p. 913)

**Regulations:**

1. Second majors are required to complete a minimum of 24 business units through Olin School.
2. All courses for any business major must be taken for a grade.
3. An overall 2.0 average must be achieved in course work taken as part of the business major.
4. All major courses must be taken in residence. Course work from an approved Washington University study abroad program will be considered as satisfying this residency policy. However, second majors may take one core course and one major course through a study abroad experience.
5. Students may not count one course toward two majors.
6. University College courses will not count toward any business major.
7. AP credit for Math 2200 will not serve as a substitute for our QBA 120 requirement. All second majors must complete QBA 120.
8. Students must declare their second major online through WebSTAC by the end of their junior year. A second major will not be awarded to a student unless proper declaration is made.
9. \*\*Economics and strategy majors must take MEC 290 since Econ 1011 will not satisfy the prerequisite requirement for MEC 370.
10. Engineering students who have taken ESE 326 and are majoring in finance will not be required to take QBA 120 or QBA 121.

Non-BSBA degree students may choose to pursue one major from the areas below:

## The Second Major in Accounting

**Total units required: 15**

Accounting Core: 6 units

ACCT 3610 Intermediate Financial Accounting Theory I

ACCT 3620 Intermediate Financial Accounting II

Accounting Elective Choices: 9 units

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| ACCT 400C | Not-For-Profit Accounting             | 1.5   |
| ACCT 400L | Ethical Decision Making in Accounting | 1.5   |
| ACCT 464  | Auditing                              | 3     |
| ACCT 466  | Financial Statement Analysis          | 3     |
| ACCT 467  | Income Tax Fundamentals               | 3     |

|           |  |   |
|-----------|--|---|
| ACCT 4680 | Advanced Financial Accounting Problems | 3 |
|-----------|--|---|

## The Second Major in Economics and Strategy

**Total units required: 12**

Economics and Strategy Core: 12 units

| Code     | Title                                      | Units |
|----------|--|-------|
| MEC 370  | Game Theory for Business                   | 3     |
| MEC 400K | Research Analysis in Industry              | 3     |
| MEC 470  | Market Competition and Value Appropriation | 3     |
| MEC 471  | Empirical Techniques for Industry Analysis | 3     |

## The Second Major in Entrepreneurship

**Total units required: 12**

Entrepreneurship Core: 6 units

| Code    | Title  | Units |
|---------|--|-------|
| MGT 421 | Introduction to Entrepreneurship                     | 3     |
| MGT 424 | Business Planning for New Enterprises (The Hatchery) | 3     |

Entrepreneurship Electives: Choose at least one course from two of the three following tracks for a total of 6 elective units.

- Industry Elective Choices:

| Code     | Title  | Units |
|----------|--|-------|
| CSE 131  | Computer Science I                                       | 3     |
| Econ 335 | Money and Banking  | 3     |
| FIN 340  | Capital Markets and Financial Management                 | 3     |
| INTL 320 | Business, Innovation and Entrepreneurship in Israel      | 3     |
| MEC 460  | Economics of Entertainment                               | 3     |
| MGT 320  | Olin Grand Rounds: The Business and Practice of Medicine | 3     |
| MGT 380  | Business Strategy  | 3     |
| MGT 440  | Sports Management  | 1.5   |
| MKT 370  | Principles of Marketing                                  | 3     |
| MKT 465  | Retail Management  | 3     |

- Experiential Elective Choices:

| Code     | Title                               | Units |
|----------|-------------------------------------|-------|
| MGT 401  | Management Center Practicum         | 3     |
| MGT 450C | Venture Consulting                  | 3     |
| MGT 450X | CEL Entrepreneurial Consulting Team | 3     |

| MGT 460K                   | Taylor Community Consulting                | 3     |
|----------------------------|--|-------|
| • Skills Elective Choices: |  |       |
| Code                       | Title                                      | Units |
| ACCT 466                   | Financial Statement Analysis               | 3     |
| CSE 104                    | Web Development                            | 3     |
| CSE 438S                   | Mobile Application Development             | 3     |
| MEC 370                    | Game Theory for Business                   | 3     |
| MEC 470                    | Market Competition and Value Appropriation | 3     |
| MGT 301                    | Legal Environment of Business Management   | 3     |
| MKT 378                    | Marketing Research                         | 3     |
| MKT 400E                   | Sales Management                           | 3     |
| MKT 400F                   | Brand Management                           | 3     |
| MKT 478                    | New Product Management                     | 3     |
| OB 461                     | Negotiation                                | 3     |

## The Second Major in Finance

Total units required: 15

Finance Core: 12 units

| Code    | Title                                      | Units |
|---------|--|-------|
| FIN 340 | Capital Markets and Financial Management   | 3     |
| FIN 441 | Investments                                | 3     |
| FIN 448 | Advanced Financial Management              | 3     |
| FIN 451 | Options, Futures and Derivative Securities | 3     |

Finance Elective Choices: 3 units

| Code        | Title   | Units |
|-------------|---|-------|
| FIN 400I    | Mergers & Acquisitions                            | 1.5   |
| FIN 400J    | Advanced Valuation                                | 1.5   |
| B52 FIN 420 | International Economics and Finance               | 3     |
| FIN 428     | Investments Praxis                                | 3     |
| FIN 443     | International Finance                             | 3     |
| FIN 447     | Information, Intermediation and Financial Markets | 3     |
| FIN 470A    | Research Methods in Finance                       | 3     |

## The Second Major in Health Care Management

Total units required: 15

Health Care Management Core: 12 units

| Code    | Title  | Units |
|---------|--|-------|
| MGT 320 | Olin Grand Rounds: The Business and Practice of Medicine | 3     |

|         |                                    |   |
|---------|------------------------------------|---|
| MGT 321 | Health Economics and Policy        | 3 |
| MGT 322 | Health Care Management             | 3 |
| MGT 420 | Research in Health Care Management | 3 |

Health Care Management Elective Choices: 3 units

| Code        | Title  | Units |
|-------------|--|-------|
| AMCS 226    | Sociological Approaches to American Health   | 3     |
| AMCS 4135   | Tobacco: History, Culture, Science, and Policy   | 3     |
| Anthro 260  | Topics in Health and Community   | 1     |
| Anthro 3283 | Introduction to Global Health  | 3     |
| Anthro 3309 | Anthropological Perspectives on Care   | 3     |
| Anthro 3310 | Health, Healing and Ethics: Introduction to Medical Anthropology                               | 3     |
| Anthro 333  | Culture and Health   | 3     |
| Anthro 3621 | Anthropology of Human Birth  | 3     |
| Anthro 3626 | Adventures in Nosology: The Nature and Meaning of Disease                                      | 3     |
| Anthro 3875 | Pharmaceutical Personhood  | 3     |
| Anthro 4134 | The AIDS Epidemic: Inequalities, Ethnography and Ethics  | 3     |
| Anthro 4883 | The Political Economy of Health  | 3     |
| Biol 2010   | The Science of Biotechnology   | 3     |
| Biol 224    | Infectious Diseases: Past, Present and Future  | 2     |
| Biol 3183   | History of Genetics in the 20th Century  | 3     |
| Biol 348    | Emerging Infectious Diseases   | 2     |
| Phil 233F   | Biomedical Ethics  | 3     |
| Psych 305   | Health Psychology  | 3     |
| WGSS 310    | From Hysteria to Hysterectomy: Women's Health Care in America                                  | 3     |
| WGSS 343    | Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction | 3     |

## The Second Major in Leadership and Strategic Management

Total units required: 15

Leadership Core Requirement: 3 units

| Code   | Title                                 | Units |
|--------|---------------------------------------|-------|
| OB 360 | Organization Behavior Within the Firm | 3     |

Leadership Electives: 12 units

- Leadership Group A Elective Choices: (choose at least 3 units from Group A)

| Code     | Title  | Units |
|----------|--|-------|
| MGT 450V | Defining Moments: Lessons in Leadership & Character From the Top | 1.5   |
| OB 400C  | Women in Leadership  | 1.5   |
| OB 400D  | Thinking Creatively and Leading Creative Teams                   | 1.5   |
| OB 461   | Negotiation  | 3     |
| OB 462   | Leadership in Organizations                                      | 3     |

- Leadership Group B Elective Choices: (choose at least 3 units from Group B)

| Code     | Title   | Units |
|----------|---|-------|
| MGT 380  | Business Strategy   | 3     |
| MGT 402  | Ethical Issues in Managerial Decision Making                                    | 1.5   |
| MGT 450R | Business & Government: Understanding and Influencing the Regulatory Environment | 1.5   |
| MGT 460G | Critical Thinking and Complex Problem Solving for Business                      | 1.5   |
| MGT 460H | Corporate and Global Strategy   | 3     |

- Group C Leadership Elective Choices: (recommended for HR/HR Consulting)

| Code     | Title                                  | Units |
|----------|--|-------|
| HRM 325A | Personnel/Human Resources Management   | 3     |
| MEC 391  | Economics of Human Resource Management | 3     |

## The Second Major in Marketing

Total units required: 15

Marketing Core: 6 units

| Code    | Title                   | Units |
|---------|-------------------------|-------|
| MKT 370 | Principles of Marketing | 3     |
| MKT 378 | Marketing Research      | 3     |

Marketing Electives: 9 units

- Group A Elective Choices: (at least 6 units from Group A required)

| Code     | Title                           | Units |
|----------|---------------------------------|-------|
| MKT 377  | Consumer Behavior               | 3     |
| MKT 400F | Brand Management                | 3     |
| MKT 400G | Digital Marketing and Analytics | 3     |
| MKT 470E | Pricing Strategies              | 3     |
| MKT 478  | New Product Management          | 3     |
| MKT 480  | Marketing Strategy              | 3     |

- Group B Elective Choices:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| MKT 400E    | Sales Management                   | 3     |
| MKT 450F    | Luxury Goods and a Dash of Fashion | 3     |
| MKT 465     | Retail Management                  | 3     |
| MKT 477     | International Marketing            | 3     |
| or MKT 477S | International Marketing Sydney     |       |
| or MKT 477L | International Marketing London     |       |
| MKT 481     | Integrated Marketing Communication | 3     |

## The Second Major in Operations and Supply Chain Management

Total units required: 15 units

OSCM Core: 6 units

| Code     | Title  | Units |
|----------|--|-------|
| QBA 200A | Analytics and Modelling for Business Decisions | 3     |
| OSCM 356 | Operations Management                          | 3     |

OSCM Electives: 9 units minimum with at least 6 units from Group A

- OSCM Group A Elective Choices: (at least 6 units required)

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| OSCM 400C | Analytics for Operational Excellence | 3     |
| OSCM 400D | Supply Chain Management              | 3     |
| OSCM 458  | Operations Planning and Control      | 3     |

- OSCM Group B Elective Choices:

| Code     | Title                         | Units |
|----------|-------------------------------|-------|
| MGT 380  | Business Strategy             | 3     |
| MGT 460H | Corporate and Global Strategy | 3     |
| MKT 378  | Marketing Research            | 3     |
| MKT 465  | Retail Management             | 3     |

## Minors

### Minors for Non-BSBA Degree Candidates

Non-BSBA degree students are eligible to pursue a minor in one of the specific fields of business listed below:

- Accounting (p. 914)
- Business Economics (p. 914)
- Business of Entertainment (p. 914)\*
- Business of Sports (p. 915)\*
- Entrepreneurship (p. 915)
- Finance (p. 915)
- General Business (p. 915)
- Health Care Management (p. 915)

- International Business (p. 915)\*
- Leadership (p. 916)
- Marketing (p. 916)
- Operations and Supply Chain Management (p. 916)
- Strategy (p. 917)

\*Any undergraduate day division student (which includes BSBA students) can earn the business of sports, business of entertainment, or the international business minor as part of their undergraduate degree.

**Prerequisites for the Business Minor:**

The following prerequisites are required for all minors:

Math 132 Calculus II

Math 2200 Elementary Probability and Statistics  
or Math 3200 Elementary to Intermediate Statistics and Data Analysis  
or ESE 326 Probability and Statistics for Engineering  
or Pol Sci 363 Quantitative Political Methodology  
or QBA 120 Managerial Statistics I\*

Econ 1011 Introduction to Microeconomics or MEC 290 Microeconomics\*\*

QBA 121 is also a prerequisite for minors in marketing, finance, and general business.

ACCT 2610 is a prerequisite for the OSCM minor.

\*AP Credit for Math 2200 will satisfy this prerequisite. This exemption applies only to non-BSBA students earning a business minor.

\*\*Minors in managerial economics, business of entertainment, general business, and strategy minors must take MEC 290 as Econ 1011 is not a prerequisite for the core course requirements for any of these minors.

Engineering students who have taken ESE 326 and are minoring in finance will not be required to take QBA 120 or QBA 121.

## The Minor in Accounting

**Total units required: 15**

**Required courses:** Five courses including:

| Code      | Title                                      | Units |
|-----------|--|-------|
| ACCT 2610 | Principles of Financial Accounting         | 3     |
| ACCT 2620 | Principles of Managerial Accounting        | 3     |
| ACCT 3610 | Intermediate Financial Accounting Theory I | 3     |

Plus two chosen from the following:

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| ACCT 3620 | Intermediate Financial Accounting II | 3     |
| ACCT 400C | Not-For-Profit Accounting            | 1.5   |

|           |  |     |
|-----------|--|-----|
| ACCT 400L | Ethical Decision Making in Accounting  | 1.5 |
| ACCT 464  | Auditing                               | 3   |
| ACCT 466  | Financial Statement Analysis           | 3   |
| ACCT 467  | Income Tax Fundamentals                | 3   |
| ACCT 4680 | Advanced Financial Accounting Problems | 3   |

## The Minor in Business Economics

**Total units required: 15**

**Required courses:** Five courses including:

| Code     | Title                                      | Units |
|----------|--|-------|
| MEC 290  | Microeconomics                             | 3     |
| MEC 370  | Game Theory for Business                   | 3     |
| MEC 400K | Research Analysis in Industry              | 3     |
| MEC 470  | Market Competition and Value Appropriation | 3     |
| MEC 471  | Empirical Techniques for Industry Analysis | 3     |

## The Minor in the Business of Entertainment

**Total units required: 15**

**Required courses:** Five courses including:

| Code    | Title                      | Units |
|---------|----------------------------|-------|
| MEC 290 | Microeconomics             | 3     |
| MEC 460 | Economics of Entertainment | 3     |
| MKT 370 | Principles of Marketing    | 3     |

**Entertainment Group A Electives: (at least 3 units from Group A)**

| Code      | Title                          | Units |
|-----------|--------------------------------|-------|
| AMCS 3490 | Media Cultures                 | 3     |
| Film 220  | Introduction to Film Studies   | 3     |
| Film 423  | Histories of Media Convergence | 3     |

**Entertainment Group B Electives: (at least 3 units from Group B)**

| Code     | Title                                      | Units |
|----------|--|-------|
| FIN 448  | Advanced Financial Management              | 3     |
| MEC 471  | Empirical Techniques for Industry Analysis | 3     |
| MGT 301  | Legal Environment of Business Management   | 3     |
| MKT 378  | Marketing Research                         | 3     |
| MKT 400F | Brand Management                           | 3     |

Non-BSBA students must take a minimum of 12 Olin units to earn the entertainment minor.

BSBA students minoring in the business of entertainment:

- may not double count more than one course (3 units) toward their business major.
- must take QBA 120 since AP credit for Math 2200 is not a substitute for QBA 120.

## The Minor in the Business of Sports

**Total required units:** 15

**Required courses:** Five courses including:

| Code     | Title                                  | Units |
|----------|--|-------|
| MGT 100  | Individual in a Managerial Environment | 3     |
| MGT 440  | Sports Management                      | 1.5   |
| MGT 450G | The Business of Sports                 | 3     |
| MGT 460I | Sports Business Analytics              | 1.5   |
| MKT 370  | Principles of Marketing                | 3     |

**Electives:** At least 3 units from the following:

| Code     | Title                                      | Units |
|----------|--|-------|
| FIN 448  | Advanced Financial Management              | 3     |
| MEC 460  | Economics of Entertainment                 | 3     |
| MEC 471  | Empirical Techniques for Industry Analysis | 3     |
| MGT 460J | Legal Issues in Sports                     | 1.5   |
| MKT 378  | Marketing Research                         | 3     |
| MKT 400F | Brand Management                           | 3     |

BSBA students minoring in the business of sports:

- may not double count more than one course (3 units) toward their business major.
- must take QBA 120 since AP credit for Math 2200 is not a substitute for QBA 120.

## The Minor in Entrepreneurship

**Total units required:** 15

**Required courses:** Five courses including:

| Code      | Title                                    | Units |
|-----------|--|-------|
| ACCT 2610 | Principles of Financial Accounting       | 3     |
| MGT 100   | Individual in a Managerial Environment   | 3     |
| MGT 301   | Legal Environment of Business Management | 3     |
| MGT 421   | Introduction to Entrepreneurship         | 3     |

|         |  |   |
|---------|--|---|
| MGT 424 | Business Planning for New Enterprises (The Hatchery) | 3 |
|---------|--|---|

## The Minor in Finance

**Total units required:** 15

**Required courses:** Five courses including:

| Code                             | Title                                    | Units |
|----------------------------------|--|-------|
| ACCT 2610                        | Principles of Financial Accounting       | 3     |
| FIN 340                          | Capital Markets and Financial Management | 3     |
| FIN 441                          | Investments                              | 3     |
| FIN 448                          | Advanced Financial Management            | 3     |
| Plus a 3-credit Finance elective |  | 3     |

## The Minor in General Business

**Total units required:** 15

**Required courses:** Five courses including:

| Code      | Title                              | Units |
|-----------|------------------------------------|-------|
| ACCT 2610 | Principles of Financial Accounting | 3     |
| MGT 380   | Business Strategy                  | 3     |

Choose three courses from the following options:

| Code     | Title                                    | Units |
|----------|--|-------|
| MKT 370  | Principles of Marketing                  | 3     |
| FIN 340  | Capital Markets and Financial Management | 3     |
| OSCM 356 | Operations Management                    | 3     |
| OB 360   | Organization Behavior Within the Firm    | 3     |

## The Minor in Health Care Management

**Total units required:** 15

**Required courses:** Five courses including:

| Code    | Title  | Units |
|---------|--|-------|
| MGT 100 | Individual in a Managerial Environment                   | 3     |
| MGT 320 | Olin Grand Rounds: The Business and Practice of Medicine | 3     |
| MGT 321 | Health Economics and Policy                              | 3     |
| MGT 322 | Health Care Management                                   | 3     |
| MGT 420 | Research in Health Care Management                       | 3     |

## The Minor in International Business

**Total units required:** 15

**Required courses:** Five courses including:

| Code    | Title                                  | Units |
|---------|--|-------|
| MGT 100 | Individual in a Managerial Environment | 3     |
| MGT 308 | Introduction to International Business | 3     |

A study abroad experience must be completed for this minor.

Choose 9 units from the following:

**International Business Group A course choices:** at least 3 units from the following:

| Code        | Title   | Units |
|-------------|---|-------|
| B52 FIN 420 | International Economics and Finance                 | 3     |
| INTL 320    | Business, Innovation and Entrepreneurship in Israel | 3     |
| MGT 200B    | Global Perspectives                                 | 3     |
| MGT 400S    | International Business Environment                  | 3     |
| MGT 405S    | International Business Environment - Sydney         | 3     |
| MGT 418     | International Business: A Euro Perspective          | 3     |
| MGT 450C    | Venture Consulting                                  | 3     |
| MGT 450T    | Strategy and Social Responsibility                  | 1.5   |
| MGT 450Z    | European Study Tour                                 | 1.5   |
| MKT 477S    | International Marketing Sydney                      | 3     |

**International Business Group B course choices:**

| Code     | Title                         | Units |
|----------|-------------------------------|-------|
| FIN 443  | International Finance         | 3     |
| MEC 292  | Global Economy                | 3     |
| MGT 460H | Corporate and Global Strategy | 3     |
| MKT 477  | International Marketing       | 3     |

BSBA students minoring in international business:

- may not double count more than one course (3 units) toward their business major.
- can take either MKT 477, MKT 477L or MKT 477S.
- can take either MEC 292 or MEC 292L.

## The Minor in Leadership

**Total units required:** 15

**Required courses:** Five courses including:

| Code    | Title                                  | Units |
|---------|--|-------|
| MGT 100 | Individual in a Managerial Environment | 3     |
| OB 360  | Organization Behavior Within the Firm  | 3     |
| OB 461  | Negotiation                            | 3     |

|        |                             |   |
|--------|-----------------------------|---|
| OB 462 | Leadership in Organizations | 3 |
|--------|-----------------------------|---|

Plus 3 units from the following:

| Code     | Title  | Units |
|----------|--|-------|
| MGT 201  | Management Communication   | 3     |
| MGT 450V | Defining Moments: Lessons in Leadership & Character From the Top | 1.5   |
| OB 400C  | Women in Leadership  | 1.5   |
| OB 400D  | Thinking Creatively and Leading Creative Teams                   | 1.5   |

## The Minor in Marketing

**Total units required:** 15

**Required courses:** Five courses including:

| Code    | Title                   | Units |
|---------|-------------------------|-------|
| MKT 370 | Principles of Marketing | 3     |
| MKT 378 | Marketing Research      | 3     |

Plus three courses chosen from the following:

| Code        | Title                              | Units |
|-------------|------------------------------------|-------|
| MKT 377     | Consumer Behavior                  | 3     |
| MKT 400E    | Sales Management                   | 3     |
| MKT 400F    | Brand Management                   | 3     |
| MKT 400G    | Digital Marketing and Analytics    | 3     |
| MKT 465     | Retail Management                  | 3     |
| MKT 470E    | Pricing Strategies                 | 3     |
| MKT 477     | International Marketing            | 3     |
| or MKT 477S | International Marketing Sydney     |       |
| or MKT 477L | International Marketing London     |       |
| MKT 478     | New Product Management             | 3     |
| MKT 480     | Marketing Strategy                 | 3     |
| MKT 481     | Integrated Marketing Communication | 3     |

## The Minor in Operations and Supply Chain Management

**Total units required:** 15

**Required courses:** Five courses including:

| Code     | Title  | Units |
|----------|--|-------|
| QBA 121  | Managerial Statistics II                       | 3     |
| QBA 200A | Analytics and Modelling for Business Decisions | 3     |
| OSCM 356 | Operations Management                          | 3     |

OSCM Electives: at least two courses from the following:

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| OSCM 400C | Analytics for Operational Excellence | 3     |
| OSCM 400D | Supply Chain Management              | 3     |

OSCM 458 Operations Planning and Control 3

## The Minor in Strategy

Total units required: 15

Required courses: Two courses including:

| Code    | Title                                  | Units |
|---------|--|-------|
| MGT 100 | Individual in a Managerial Environment | 3     |
| MGT 380 | Business Strategy                      | 3     |

Strategy Electives: Three courses including:

| Code     | Title   | Units |
|----------|---|-------|
| MGT 450R | Business & Government: Understanding and Influencing the Regulatory Environment | 1.5   |
| MGT 460G | Critical Thinking and Complex Problem Solving for Business                      | 1.5   |
| MGT 460H | Corporate and Global Strategy   | 3     |
| OB 462   | Leadership in Organizations   | 3     |

## Fulfilling the Business Minor

All non-BSBA students pursuing any business minor must:

- declare their minor online through WebSTAC no later than the end of their sixth semester;
- satisfy all prerequisites. It is preferred that prerequisites be completed at Washington University. Courses taken in University College or at another university do not satisfy any of the five required courses;
- take all 15 units of required courses at Olin Business School. Students may take one minor course through an approved study abroad program for each minor. Two courses can be taken at an Olin Study Abroad Program for the international business minor;
- take all 15 units of required courses for grades, i.e., no pass/fail;
- achieve no less than a 2.0 GPA average in all business minor course work;
- receive permission from their academic adviser and the Olin Business School to declare a second business minor.
- 15 additional units would be required to earn two business minors, as double counting is not allowed.

## Courses

Courses include:

- B50 ACCT (Accounting) (p. 917)
- B52, B62 FIN (Finance) (p. 918)
- B56 HRM (Human Resources Management) (p. 920)
- B99 INTL (International Business) (p. 920)

- B53 MGT (Management) (p. 920)
- B54 MEC (Managerial Economics) (p. 925)
- B55 MKT (Marketing) (p. 926)
- B58 OSCM (Operations and Supply Chain Management) (p. 928)
- B66 OB (Organizational Behavior) (p. 929)
- B59 QBA (Quantitative Business Analysis) (p. 929)

## Accounting

Visit online course listings to view semester offerings for B50 ACCT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B50&crslvl=1:4>).

### B50 ACCT 2610 Principles of Financial Accounting

Provides an overview of the financial accounting reporting process, with a primary focus on the analysis of economic events and their effect on the major financial statements (balance sheet, income statement and statement of cash flows). Prerequisite: second semester freshman standing. Credit 3 units.

### B50 ACCT 2620 Principles of Managerial Accounting

Emphasis on the accumulation and analysis of data for internal decision makers. Introduces the vocabulary and mechanics of managerial accounting and accounting techniques used by internal managers in planning, directing, controlling and decision-making activities within their organizations. Prerequisite: ACCT 2610. Credit 3 units.

### B50 ACCT 3610 Intermediate Financial Accounting Theory I

The first of a two-course sequence in corporate financial reporting. Examines the environment of financial accounting, the standards-setting process and the conceptual framework that underlies financial accounting in the United States. Topics: review accounting basics, events and transactions that impact financial statements, comprehension of corporate financial reports, and examination of political and economic factors influencing accounting policy. Prerequisite: ACCT 2610. Credit 3 units.

### B50 ACCT 3620 Intermediate Financial Accounting II

Continuation of ACCT 3610. Focus on the accounting and reporting of various stakeholders' claims against the corporate entity. Claims of shareholders, long-term creditors, employees and governmental bodies are examined. An in-depth understanding of applicable generally accepted accounting principles is developed by examining the strengths and weaknesses of these principles and alternative accounting practices. Prerequisite: ACCT 3610. Credit 3 units.

### B50 ACCT 400A Analysis of Financial Institutions & Financial Instruments

The main goal of the course is to give students an in-depth understanding of how financial reports provide unusually accurate and detailed (but not perfect) information about the risks and performance of firms in the financial services

industries. These firms' financial statements increasingly are based on fair value accounting, and their financial reports typically include extensive risk and estimation sensitivity disclosures. Both fair value accounting and risk and estimation sensitivity disclosures are necessary ingredients for financial reports to convey the risk and performance of financial services firms in today's world of complex, structured, and risk-partitioning financial instruments and transactions. While financial services firms often apply fair value accounting and risk and estimation sensitivity disclosures imperfectly (or worse), careful joint analysis of the information they do provide invariably yields important clues about their risks and performance. Prerequisite: ACCT 501B.

Credit 1.5 units.

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#### **B50 ACCT 400C Not-For-Profit Accounting**

Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990. Prerequisite: ACCT 2610.

Credit 1.5 units.

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#### **B50 ACCT 400L Ethical Decision Making in Accounting**

Accountants frequently find themselves working in environments ripe with ethical challenges. This course is designed to provide students with an understanding of various ethical theories and related frameworks for ethical decision making, with an emphasis on how these frameworks may be applied to situations frequently faced by accountants. The course will draw heavily upon actual cases faced by accountants, and also incorporate the current professional standards required for CPAs by the American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct.

Credit 1.5 units.

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#### **B50 ACCT 464 Auditing**

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams. Prerequisite: ACCT 3620 for undergraduates.

Credit 3 units.

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#### **B50 ACCT 466 Financial Statement Analysis**

Designed to enhance students' understanding of the process of evaluating financial statement information. Requires a basic familiarity with financial accounting and the assumptions underlying measurements reported in financial statements, an understanding of the economic and regulatory forces underlying corporate disclosure of financial statement information and their effects on financial statement information, and familiarity

with data sources and analytical tools to extract and evaluate this data. Objectives are to develop familiarity with this type of analysis and to gain an appreciation for its limitations. Topics: profitability and risk analysis, credit risk models, forecasting and valuation. Prerequisite: ACCT 3610.

Credit 3 units.

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#### **B50 ACCT 467 Income Tax Fundamentals**

This course provides an introduction to federal income taxation with primary emphasis on the tax implications of business transactions. The objectives of the course are to develop a basic understanding of federal income tax laws and to provide a framework for integrating income tax planning into the decision-making process. The course is of value to all students who need to recognize the important tax consequences of many common business transactions and is not intended solely for accounting majors or those students interested in becoming tax specialists. Prerequisites: junior standing and ACCT 2610.

Credit 3 units.

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#### **B50 ACCT 4680 Advanced Financial Accounting Problems**

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: ACCT 3620.

Credit 3 units.

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### **Finance**

Visit online course listings to view semester offerings for B52 FIN (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B52&crslvl=1.4>). For B62 FIN (p. 920), please refer to the course listed below.

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#### **B52 FIN 340 Capital Markets and Financial Management**

Students will learn how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impact of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital. Prerequisites: Math 132, ACCT 2610, MEC 290 or Econ 1011, QBA 120 and completion or concurrent enrollment in QBA 121.

Credit 3 units. EN: S

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#### **B52 FIN 343 Personal Finance**

Examines issues underlying decision making regarding personal investments. Topics: present value concepts, financial markets and instruments, portfolio theory, bond and equity valuations, mutual funds, mortgages, taxes, and personal financial planning. BSBA students may enroll in this course but it will not count toward their degree nor toward their Washington University GPA. Prerequisite: junior standing.

Credit 3 units.

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### **B52 FIN 400I Mergers & Acquisitions**

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A) and corporate restructurings. We survey the drivers of success (and failure) in M&A transactions and develop skills in the design and evaluation of such transactions. Specific topics that we address in the course are the valuation of companies, the motivations underlying mergers, structuring of transactions, deal tactics and strategy, leveraged buyouts, corporate restructuring through divestitures, spin-offs, carve-outs and acquisitions of private firms. We also delve into issues of law, accounting and tax and how they affect the outcome of M&A transactions. Why is M&A an important component of any corporate finance professional toolset? It lays the foundation for effective work in a wide range of fields including corporate development, investment banking, consulting and strategy advising senior management. The presentations, class discussions, case analyses and readings help students master these important career skills. Prerequisites: FIN 340 and completion or concurrent enrollment in FIN 448. Credit 1.5 units.

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### **B52 FIN 400J Advanced Valuation**

This course covers advanced topics in valuation. Main topics covered will be the valuation of private firms and young businesses, and the valuation of financial services firms such as banks and insurance companies. The course applies both theory and practical valuation methods through the analysis of cases and real world examples. Prerequisite: FIN 448. Credit 1.5 units.

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### **B52 FIN 420 International Economics and Finance**

Analysis of a global financial center and the current financial crisis, its origins and how the global markets are affected. Initially, the course looks at the rise of London (Section 1) or the Asian Markets (Section 2) to become one of the world's financial centers, outlining the historical developments and regulatory changes. Then, it focuses in more details on the role of the government in setting policy which affects financial services domestically and internationally. The course continues to look at specific functional areas — hedge funds, private equity, structures products, liquidity and central banks. The module discusses in different sessions the current financial crises and what role different financial institutions and products played in its development. Prerequisite: admission to either the London Internship Program or the Asia Pacific Internship Program. Credit 3 units.

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### **B52 FIN 428 Investments Praxis**

Students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the university. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of stocks, consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course focus is on developing and implementing investment ideas. Prerequisite: FIN 448. Credit 3 units.

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### **B52 FIN 441 Investments**

Introduces the theory and practice of investments from the point of view of an investment/portfolio manager. We will begin with a review of asset classes, financial history, and preferences for risk. Next, we will have a brief review of statistics and finance and we will review matrix algebra. We will then apply these tools to examine the trade-off between risk and return and to develop and implement Modern Portfolio Theory. The major topics covered will include the Capital Asset Pricing Model (CAPM), Markowitz optimization, performance evaluation, market efficiency, and Arbitrage Pricing Theory (APT). The last portion of the course will be devoted to fixed income securities including interest rates, bond valuation, and bond immunization. Prerequisites: FIN 340, Math 132, MEC 290 or Econ 1011, QBA 120 and completion or concurrent enrollment in QBA 121. Credit 3 units.

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### **B52 FIN 443 International Finance**

Provides a framework for making financial decisions in an international context. Topics include: relevant features of financial markets and instruments (such as foreign exchange, currency futures and options, swaps); exchange rates; corporate risk management; international investing and capital budgeting issues. Prerequisite: FIN 340. Credit 3 units.

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### **B52 FIN 447 Information, Intermediation and Financial Markets**

Examines the organization and function of financial markets from the corporate perspective with an emphasis on investment banking activities. Topics: design, issuance and trading of corporate securities, risk management and corporate control transactions. Develop familiarization with current practices while building a conceptual framework for understanding and anticipating change in the institutions that make up the financial markets. Prerequisites: FIN 340, QBA 120 and QBA 121. Credit 3 units.

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### **B52 FIN 448 Advanced Financial Management**

Advanced study of corporate financial management. A major focus is the relationship between the internal decisions of the corporation and the valuation of the firm in the capital market. Topics: capital budgeting systems, capital structure, debt policy, cash and working capital management, short- and long-term financial planning. Prerequisites: FIN 340 and QBA 121. Credit 3 units.

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### **B52 FIN 451 Options, Futures and Derivative Securities**

Examines the theory and practical application of derivative securities such as futures, options and swaps. Central to the theory of derivative security pricing is arbitrage and payoff replication. In practice, derivative securities provide a principal route to manage and, in particular, hedge financial risk. Futures, options and swaps on different types of underlying assets are examined with emphasis on pricing and application. Prerequisite: FIN 340. Credit 3 units.

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### **B52 FIN 470A Research Methods in Finance**

The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that allows the students to implement them correctly and efficiently. The curriculum emphasizes practical applications

of empirical methods used in financial research and how to implement them. Students in the course learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages. Prerequisites: FIN 340, QBA 120 and QBA 121. Credit 3 units.

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#### **B62 FIN 549H Special Topics: Real Estate Finance**

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisites: FIN 340 and approval of Graduate Programs Offices for undergraduates. Credit 1.5 units.

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### **Human Resources Management**

Visit online course listings to view semester offerings for B56 HRM (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B56&crslvl=1:4>).

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#### **B56 HRM 325A Personnel/Human Resources Management**

Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include: selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management. Prerequisite: junior standing. Credit 3 units.

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### **International Business**

Visit online course listings to view semester offerings for B99 INTL (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B99&crslvl=1:4>).

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#### **B99 INTL 300A Planning for International Learning**

The primary focus of this course is on preparation for the study abroad/internship experience. Topics include the following: What does a global firm look for in a globally competent recruit; development of goals and objectives for international experience; develop a working knowledge of host country key features such as businesses, culture and politics; overview of logistics for abroad, including timeline expectations, visa, housing, travel, contact with Olin, and registration for return semester; Career Services resources on how to use study abroad/internship to obtain a summer job/internship. Prerequisite: admission to one

of Olin's study abroad or international internship programs or permission of instructor. Credit 0.5 units.

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#### **B99 INTL 300B Applying International Experiences**

Course focus is on strengthening student experiences while on a study abroad/internship experience. Topics include the following: minimizing impact of culture shock and new academic programming through participation in on-site orientations; maximizing academic advising services while abroad; identifying opportunities to engage with the local culture; connecting students' individual personal and professional goals by revisiting actions and outcomes. Prerequisite: required of all students who are participating in an Olin semester abroad program. Credit 0.5 units.

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#### **B99 INTL 320 Business, Innovation and Entrepreneurship in Israel**

Israel is an innovation and entrepreneurial hub with more listings on the NASDAQ than any country other than the U.S., more patents per capita and more entrepreneurial events occurring in Israel in both the commercial and social arena than anywhere else in the world. Students learn about the Israeli economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion to Israel during spring break and contains an additional lab fee for the immersion. Credit 3 units. EN: S

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#### **B99 INTL 420 Business Research Internship**

This is the capstone course for overseas internship programs where students learn to apply rigorous statistical and analytical approaches to research questions in business, but not limited to questions relating to marketing, management, finance and economics, operations and policy. Students identify a research topic and present this topic to faculty supervisors for approval. The goal is to capitalize on the practical knowledge gained while interning abroad and apply that to a research question in the area in which a student is interning. Students are required to review the current literature on their topic, formulate their own research questions, identify potential data sources they can use to address these questions, and make recommendations to add to the body of knowledge on their chosen subject. Prerequisite: admission to one of Olin's International Internship Programs. Credit 3 units.

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### **Management**

Visit online course listings to view semester offerings for B53 MGT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B53&crslvl=1:4>).

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#### **B53 MGT 100 Individual in a Managerial Environment**

An introduction to the foundations of business. The course covers four major themes: (1) how markets work; (2) motivating and managing people; (3) business strategy and firm performance; (4) ethics and corporate social responsibility. In the fall semester, MGT 100 is only open to incoming BSBA freshmen, and students must be concurrently enrolled in MGT 150A. Spring semester enrollments are open to any freshman and sophomore. Credit 3 units. EN: S

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**B53 MGT 150A Foundations of Business**

Provides first semester business students with an introduction to each of the functional areas of business as well as the entrepreneurial function. As they work to design their own enterprise, students will build skills in teamwork, communication, critical thinking, and an understanding of the complex interplay of business functions. Prerequisites: fall semester enrollment is only open to incoming business freshmen and students must be concurrently enrolled in MGT 100.  
Credit 2 units.

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**B53 MGT 200A Business Fundamentals and Professional Competencies for Non-Business Students**

This course is intended to help successfully position arts and sciences, engineering, and design majors for careers in organizations such as nonprofits, entrepreneurial ventures, and corporations, among others. Students learn key technical and professional skills that are valued and often required by employers. Topics addressed include working in teams, data-driven decision making, financial and business analysis, concepts for organizational strategy, professional communication, and career strategies. The course uses a combination of lectures, exercises, projects and cases to introduce participants to these topics. The class is designed for Washington University undergraduates in Arts & Sciences, Engineering, and Design and Visual Arts who are preparing for internships or jobs. Recommended for sophomores and juniors. Business students cannot receive credit.  
Credit 3 units. EN: S

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**B53 MGT 200B Global Perspectives**

We examine the economic, political, cultural and social bases of business in Cuba from a global perspective. These bases are explored to understand how business in Cuba is conducted and how it relates to the global economy. We examine these bases in their historical context, current changes in Cuba, and future prospects. Normalization of relations between the United States and Cuba will be studied in terms of its impact on business for United States and Cuban firms. An immersion experience covering the topics of the course occurs on a one-week trip to Cuba during spring break. Enrollment limited to 16. Prerequisites: MGT 100 or permission of instruction and application via sa.wustl.edu.  
Credit 3 units.

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**B53 MGT 201 Management Communication**

Managers who write and speak effectively excel in business leadership. Persuasive and authentic communication is not only useful in advancing a business career; business employers also consider communication skills to be the most important attribute in people they hire. Effective communication involves more than mastering technical writing and presentation skills. Successful communicators use critical thinking to assess business scenarios and the audience who will hear or read a message; they craft communication in order to attain targeted results. This course gives students the opportunity to become more polished communicators as they work toward the following goals: applying rhetorical principles to management communication; using critical thinking to analyze the audience, the organizational environment and problems before choosing communication strategies; implementing principles of plain language and effective design; collaborating with colleagues to create effective group projects; representing a company or product in a "crisis

communication" press conference. Priority for enrollment is given to BSBA students. CET (<https://gephardtinststitute.wustl.edu/cec/olin-business-school>) course.  
Credit 3 units.

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**B53 MGT 301 Legal Environment of Business Management**

Surveys the various areas of law that make up the legal environment of business. Develops a basic understanding of law as it relates to business, with traditional emphasis on private law and business transactions. This study of the micro law of business reviews the detailed substantive rules in the areas of contracts, sales, product liability, agency, corporations and partnership. In addition, a summary review of contemporary legal problems such as insider trading, discrimination in employment, sexual harassment and ethics may be discussed, if time permits. Case studies are analyzed in order to give the student an understanding of how various laws apply to actual situations. Prerequisite: sophomore standing.  
Credit 3 units.

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**B53 MGT 308 Introduction to International Business**

Focus on the aspects of management of a business enterprise that are necessary to compete in the global marketplace. The course begins with a survey of the environmental context in which international companies operate (economic systems and cultural factors). This is followed by a review of International Trade Theory and Economics. This forms a basis for concentration in the second half of the course on strategies and structure for global operations. The course deals with the situations in Europe, Japan, Latin America and China through case studies and discussion of current topics and their relation to the fundamental aspects of global business management. Prerequisite: junior standing or permission of instructor.  
Credit 3 units.

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**B53 MGT 320 Olin Grand Rounds: The Business and Practice of Medicine**

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course therefore provides an introduction to the current issues facing the health care sector that integrates management tools and clinical knowledge. The objective is to provide students new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.  
Credit 3 units. EN: S

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**B53 MGT 321 Health Economics and Policy**

The basic tenets of health economics are covered. This course places a unique emphasis on incorporating materials from three broad source categories: textbook elements, "lay" press and media, and academic journal publications with the aim to foster application of rigorous, critical thought to media presentations of health care economics and policy issues.  
Credit 3 units. EN: S

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**B53 MGT 322 Health Care Management**

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators or providers in the course

of their work. Issues addressed include but are not limited to financial issues, management challenges and conduct of operations. The first phase covers the basic background on the structure and financing of the health care industry to include very brief reviews of critical topics such as insurance and government-provided health care. A few basic frameworks are then developed for students to apply to course topics moving forward, such as cost/benefit analysis and evaluation of risk. The remainder of the course involves critical analyses of health care cases involving varied subjects and management challenges. Sessions emphasize student-led discussions.  
Credit 3 units. EN: S

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#### **B53 MGT 380 Business Strategy**

The course adopts the perspective of the general manager — the individual charged with developing and implementing the long-term strategy of a business. The course develops basic tools and concepts in strategy formulation, including competitive advantage, value creation and capture, industry analysis, capability assessment, competitive positioning, and strategy implementation. The course is designed to develop students' skills in both analyzing observed strategies and in formulating and implementing new ones. Prerequisite: MEC 290.  
Credit 3 units. EN: S

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#### **B53 MGT 400S International Business Environment**

What is the relationship between the dominance of the financial interests centered in the City of London and the competitive performance of British industry? How does Britain reconcile an advanced capitalist economy alongside a traditional social and political structure? How great is the tension between domestic forces that seek closer economic and political integration with Europe and those pushing for greater engagement with Britain's former English-speaking colonies? Is British foreign policy driven more by economics than national security? This course addresses these and other important questions regarding British political economy by contextualizing current issues within the wider evolution of the country's political, economic and social systems since 1945.  
Credit 3 units. BU: IS

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#### **B53 MGT 401 Management Center Practicum**

The Practicum allows students to work in four-person teams on consulting projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend a minimum of 150 hours during the semester on the project. Students' grades are based on the quality of the final written and oral reports at the conclusion of the project, as determined by the faculty supervisor. In addition, students receive payment of up to \$1,200 depending on the quality of the work as viewed by the client. Prerequisite: Students must apply for Practicum projects. Students are notified when projects are available.  
Credit 3 units.

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#### **B53 MGT 402 Ethical Issues in Managerial Decision Making**

This course considers not only what ethical behavior means for a business entity, but how to: (i) balance competing ethical concerns against each other; and (ii) implement and sustain this balance across an organization. Readings and classwork zero in on the issues and situations most likely to put a manager in jail and the company in bankruptcy. Classes include Socratic discussion, simulations, analysis of video clips, and team tasks.

The emphasis is on practical frameworks and tools managers can apply in the real world. Prerequisite: senior standing.  
Credit 1.5 units.

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#### **B53 MGT 405A Asian Study Tour**

Individual and team research, writing, presentation, and participation in Olin's Asian Study Tour. Includes required attendance and expected professional contributions to all corporate and government visits and briefings and other required individual and group activities. Prerequisite: admission to the Asia Pacific Internship Program.  
Credit 1.5 units.

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#### **B53 MGT 405S International Business Environment - Sydney**

The aim of this course is to internalize and develop multicultural competency applied within personal, organizational and business contexts. Reaching this goal includes developing personal awareness, understanding of important concepts and developing multicultural skills. The ability to recognize and overcome common pitfalls that prevent people from operating effectively within, and actually benefiting from, multicultural contexts will be explored. Prerequisite: admission to the Asia Pacific Internship Program.  
Credit 3 units.

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#### **B53 MGT 418 International Business: A Euro Perspective**

Examines the economic and institutional setting of Europe from a general business perspective. The economic and political structures of major countries are studied. The role of the European Economic Community examined as well as that of some major international organizations such as GATT and OECD. The primary emphasis is with countries of western Europe. Other topics: theory of customs, unions, monetary and economic integration, and multicountry policy integration. Opportunities for and problems of doing business in Europe examined from both an overall strategic perspective and from the perspective of the different functional areas. Prerequisite: admission to the London Internship Program.  
Credit 3 units. BU: IS

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#### **B53 MGT 420 Research in Health Care Management**

This is the capstone course for the Health Management major where students learn to apply rigorous statistical and analytical approaches to research questions in health services, but not limited to questions relating to management, finance and economics, operations and policy. Faculty identify several available research project options and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and health care firms to identify the student research projects. Students also are encouraged to formulate their own research questions and to identify potential data sources they could use to address these questions, if they so desire. Students work in teams of 3-4, using the approach developed for the Practicum and Hatchery courses.  
Credit 3 units.

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#### **B53 MGT 421 Introduction to Entrepreneurship**

Through case studies, frequent guest speakers, and the professor's own experience, the real world of entrepreneurship will be brought into the classroom to provide a context for students to learn the fundamentals of founding, operating, and

exiting a startup business. Students will learn new perspectives that will teach them to think like an entrepreneur. Those who are interested in the general study of entrepreneurship, those who want to be entrepreneurs, and those who would like to leverage entrepreneurial principles in other career paths are all good candidates for the course. This course can only be taken for a grade. Prerequisite: sophomore, junior, or senior standing in any school or college.

Credit 3 units. EN: S

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### **B53 MGT 424 Business Planning for New Enterprises (The Hatchery)**

In this course, students form teams to pursue their own or an outside entrepreneur's commercial or social venture. The first session will feature a "Team Formation" event where students and community members pitch their ideas and opportunities to the class. During the semester, the teams are supported and advised by the Instructor, Executive Coach, and Mentor(s) as they research and develop startup plans. Academic deliverables include two presentations to a panel of judges and a complete business plan for commercial ventures or sustainability plan for social ventures. The course is open to students from all disciplines and degree programs. Most of the work will be done outside the classroom with the support of the coaches, mentors, advisors and instructor. Classes will be held once per week for the first half of the semester. Workshops and rehearsals will be required in the second part of the term. Prerequisite: MGT 424 or instructor discretion for all undergraduates from all degree types. CET (<https://gephardt.institute.wustl.edu/cec/olin-business-school>) course.

Credit 3 units.

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### **B53 MGT 440 Sports Management**

This course examines business and management issues involved in the sports industry. This industry is very diverse, ranging from global sports events (such as the Olympic Games, World Cup Soccer, etc.) to major national competitions (such as the National Football League, Major League Baseball, etc.). Engaged in this industry are many different players, including franchises, governing leagues, sponsors, media, stadium owners, government, fans, and so forth. This course will take a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration.

Credit 1.5 units.

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### **B53 MGT 450A Internship in Business**

This is an online course designed to deepen the overall learning students gain from an internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship will be markedly increased — for both students and employers. Internship in Business is a 1.5-credit Pass/Fail course for Olin Business School undergraduates. The course, credit, and pass/fail grading are transcript notations, but the hours earned for MGT 450A do not count toward the 120 hours minimum needed for graduation. Students must submit application for approval to the Weston Career Center. Prerequisite: approval from Weston Career Center (WCC) prior to enrolling in this course.

Credit 1.5 units.

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### **B53 MGT 450C Venture Consulting**

Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of startup firms. Students will learn of the fundamental strategies and tactics employed by private equity and venture capital firms as well as aid in the development of business strategies for the companies in which they invest. Additionally, students will learn how to take into account the macroeconomic, political, and cultural issues that affect startup businesses that are both operating internationally and raising capital internationally. Furthermore, students will learn of the subtleties in the complex relationship between the investment firm and the entrepreneur and will understand both their shared and disparate motivations and objectives. Students who complete the course will develop competency in the research and writing of professional consulting reports and will gain a more sophisticated understanding of both venture capital and entrepreneurship management and strategy. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of private equity investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and toward issues of relationship management and strategy. Prerequisite: MGT 421.

Credit 3 units. EN: S

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### **B53 MGT 450D Honors Thesis I: Research and Analysis**

The Olin BSBA Honors Thesis challenges motivated students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. Senior BSBA degree students in good standing with a cumulative grade point average of 3.70 or higher have the opportunity to develop an intensive research project, which extends far beyond the limits of the material in a single course during a single semester. In the two-semester honors thesis sequence, research and analysis are the foci of the first semester and, upon successful progress, the student writes, presents and defends the research in the subsequent semester. Prerequisites: senior standing and faculty permission.

Credit 3 units.

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### **B53 MGT 450E Honors Thesis II: Writing and Presentation**

The Olin BSBA Honors Thesis challenges motivated students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. Senior BSBA degree students in good standing with a cumulative grade point average of 3.70 or higher have the opportunity to develop an intensive research project, which extends far beyond the limits of the material in a single course during a single semester. In the two-semester honors thesis sequence, research and analysis are the foci of the first semester and, upon successful progress, the student writes, presents and defends the research in the subsequent semester. Prerequisite: MGT 450D.

Credit 3 units.

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### **B53 MGT 450G The Business of Sports**

This course provides an overview of the major aspects of the sports business industry, including but not limited to (1) the primary revenues and expenditures of pro and college sports, (2) collective bargaining agreements, (3) sports media rights, (4) facility financing, (5) sports sponsorships and athlete endorsements, (6) the role sports commissions play within

communities, and (7) current events impacting the growth and evolution of the sports business industry.

Credit 3 units.

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**B53 MGT 450I International Internship in Business**

The online course deepens the overall learning a student gains from an international internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship increases markedly — for student and employers. Prerequisite: admission to one of Olin's International Internship Programs.

Credit 1.5 units.

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**B53 MGT 450R Business & Government: Understanding and Influencing the Regulatory Environment**

The United States, as well as many of the world's governments, has entered a new episode with respect to the interaction of business and government. Now, more than ever, government regulations are attempting to spur job growth and the economy on one hand, but also are intruding into many aspects of business and the markets on the other hand. Business students must not only understand the shifting business government landscape, but also how to engage government officials and legislators to help shape policies that affect their firms and industries. As an introductory course, student will learn from business and government leaders how to interact with and affect the processes of regulation. Prerequisite: online application (<http://sa.wustl.edu>).

Credit 1.5 units.

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**B53 MGT 450T Strategy and Social Responsibility**

In the modern world, large corporations have come to dominate many parts of economic life. Managers in large corporations face a challenging set of trade-offs about (1) how to balance value creation for present and future generations and (2) how to coordinate the distribution of this value among shareholders, customers, suppliers, employees, and the communities in which they operate. The supremacy of shareholders among these constituencies has led some groups to fear that they will be exploited when shareholders' interests conflict with their own. In this course, we will examine different perspectives on the role of corporate self-interest, changing social values, NGOs, and government regulation in addressing this apparent conflict. In particular, the course examines how pro-social business practices affect the relationships between for-profit corporations and customers, employees, suppliers, investors, regulators, and non-governmental organizations. We explore how these practices can be integrated into a firm's operating strategy, and how they can be employed to enhance a firm's competitive position. Prerequisites: MGT 100 and MEC 290 or permission of instructor.

Credit 1.5 units.

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**B53 MGT 450V Defining Moments: Lessons in Leadership & Character From the Top**

Most successful leaders can point to a handful of "defining moments" in their careers — key choice points that defined the trajectory of their character, their career, and/or their company. How can aspiring business leaders prepare themselves to face these defining moments with insight and integrity? How do leaders achieve business performance without sacrificing character or integrity? This course examines these questions by learning from notable leaders who exemplify both business

excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with contemporary cases and readings on leadership and character. Prerequisites: senior status or juniors with permission of instructor.

Credit 1.5 units.

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**B53 MGT 450X CEL Entrepreneurial Consulting Team**

Early stage companies provide a unique environment for students to make a meaningful impact on the future trajectory of a growing organization. CElect is an experiential learning course that matches teams of Washington University students with St. Louis area start-up ventures to perform defined management consulting projects. In addition to the required day-long orientation and concluding sessions taught at the T-REx incubator downtown, students will work directly with the professor and with their client company on a consistent, but variable, schedule depending on the needs over the course of the semester. In addition to being embedded on a project for an early stage company, students will have the opportunity to engage with other entrepreneurship support organizations such as local accelerators, venture capital firms, and incubators. Enrollment is limited. Prerequisite: Application required. Once accepted, students may not drop this class. Please note: There is a required orientation session that will be held on the second Friday of the graduate business semester.

Credit 3 units.

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**B53 MGT 450Z European Study Tour**

Individual and team research, writing, presentation and participation in Olin's European Study Tour (EST), including Mock Parliament. Includes required attendance and expected professional contributions to all EST corporate and government visits and briefings and other EST individual and group activities. Prerequisite: admission to one of Olin's European International Programs.

Credit 1.5 units.

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**B53 MGT 460F Contemporary Issues in Sports Business**

This course will involve a series of class sessions each organized around a particular sports management topic, and jointly taught by the instructor and a different guest speaker (or speakers) each week. Each session will include a mini-case or real-time business example facing the sports management professionals at that time. Overarching objective is to provide students with contemporary and experiential opportunities in the sports business industry. Prerequisite: MGT 450G.

Credit 1.5 units.

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**B53 MGT 460G Critical Thinking and Complex Problem Solving for Business**

The course introduces students to rigorous techniques for critical and strategic thinking, problem formulation and problem solving, advancing their ability to provide valuable advice to organizations and preparing them for management consulting company interviews by exploring methods to engage in case analysis, various cognitive biases that can emerge as a problem is being formulated and analyzed, such as the use of inappropriate analogies, confirmation bias, self-serving bias, conflation of correlation and causation, etc.

Credit 1.5 units.

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### **B53 MGT 460H Corporate and Global Strategy**

Business-level strategy involves a firm's choices regarding how to compete in a particular single industry or market. Corporate strategy, on the other hand, involves choices about which sets of different industries or markets to compete in, and how to do so. It also involves choices about which kinds of activities to undertake within the firm, and which to organize through contracts or alliances with other firms. Global strategy is a particular type of corporate strategy that involves choices about which geographic regions or national markets to compete in and how.  
Credit 3 units.

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### **B53 MGT 460I Sports Business Analytics**

This course introduces students to business analytics through sports-themed applications, academic research pertaining to sports topics, class readings, and guest lecturers from industry. Objectives for students include: 1) learning estimation and forecasting skills/trends used in sports; and 2) developing critical thinking skills necessary to assist managerial decision making to augment the performance of sports teams, leagues or companies. Prerequisite: MEC 290 or Econ 4011.  
Credit 1.5 units.

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### **B53 MGT 460J Legal Issues in Sports**

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport. It focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors, of sports teams and leagues for failing to adequately protect the health of participants (e.g., concussion lawsuits), of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes, of product manufacturers for injuries caused by defective sports equipment, and of teams for injuries to spectators, among other potential liabilities.  
Credit 1.5 units.

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### **B53 MGT 460K Taylor Community Consulting**

Students work in four-person teams on consulting projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend about 150 hours on the project. Grades are based on the quality of the final written and oral reports, as determined by the faculty supervisor. Students are paid a small gratuity, the amount, depending on the quality of the work. Students are only eligible to participate in one Taylor Course per semester, if selected. Prerequisite: Students must apply for Taylor projects. Students are notified when projects are available.  
Credit 3 units.

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### **B53 MGT 460L Introduction to Social Entrepreneurship**

The course is designed for students who are interested in how to create positive social change through market-based strategies. Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach compared to "traditional" nonprofit management, activism and SR? Students will learn the basics of entrepreneurship, and focus on ways to understand

and define a social problem and test various approaches to work with others on systems change. Students will learn to think like an entrepreneur, looking for opportunities and leverage, to create (social) value without many formal resources. This semester, selected students will also have the opportunity to work closely with community social entrepreneurs shortlisted from the Social Entrepreneurship and Innovation Competition, to write cases to make their business and impact models clearer and contribute to the knowledge-base of social entrepreneurship. Students may take either MGT 421 or this course.  
Credit 3 units.

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### **B53 MGT 490 Honors Seminar I**

The first of a two-course honors seminar. Students have the opportunity to investigate current issues in business using an interdisciplinary approach to their research. Seminar content varies from year to year. Prerequisites: senior standing and faculty invitation.  
Credit 3 units.

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### **B53 MGT 491 Honors Seminar II**

The second of a two-course honors seminar. Students have the opportunity to investigate current issues in business utilizing an interdisciplinary approach to their research. Seminar content varies from year to year. Prerequisite: MGT 490.  
Credit 3 units.

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## **Managerial Economics**

Visit online course listings to view semester offerings for B54 MEC (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B54&crslvl=1:4>).

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### **B54 MEC 290 Microeconomics**

Provides a rigorous analysis of the behavior of consumers and firms in competitive and monopoly markets; oligopoly markets are introduced. Consumer topics include preferences and utility, budget constraints, consumer optimal choice and demand curves. Firm topics include technology, cost minimization and profit maximization. The course concludes with price determination in monopoly and competitive markets, and an introduction to oligopoly and game theory. The focus of the course is on microeconomics as a decision making tool for consumers and managers. Prerequisite: Math 131.  
Credit 3 units. EN: S

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### **B54 MEC 292 Global Economy**

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: QBA 120; and MEC 290 or Econ 1011.  
Credit 3 units. EN: S

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**B54 MEC 292S Global Economy - Australia**

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: MEC 290 or Econ 1011, QBA 120 and admission to the Asia Pacific Internship Program.  
Credit 3 units.

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**B54 MEC 370 Game Theory for Business**

Provides students with a methodological framework to analyze strategic business situations. Building on a background in microeconomics and statistics, this course includes such topics as the following: modeling strategic problems, games with sequential moves, games with simultaneous moves, strategies and the derivation of strategic forms, general classes of games, uncertainty and information, strategy and voting, auctions, bargaining. Prerequisite: MEC 290.  
Credit 3 units. EN: S

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**B54 MEC 391 Economics of Human Resource Management**

Key to a firm's success is whether it can develop a firm organization and a human resource management system that reinforce the firm's strategic position. This course covers topics in managing work forces and organizations that are of fundamental importance to all managers, and teaches how organizational design and human resource policies interact with the firm's market strategy and production environment. We look at how management can motivate executive and employee performance, screen and attract appropriate workers, and improve the way information is processed and decisions are made within organizations. This course combines economic analysis with case discussions to address topics including hiring policy, turnover, training, variable pay, promotions, evaluation, job design, teams, worker empowerment, hierarchy, and organizational structure like centralization and decentralization. Prerequisite: MEC 290.  
Credit 3 units.

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**B54 MEC 400K Research Analysis in Industry**

Research in Industry Analysis will build on the materials taught in MEC 370 (Game Theory) MEC 470 (Market Competition and Value Appropriate) and MEC 471 (Empirical Techniques in Industry Analysis), integrating them with methods of industry analysis used in practice and applying them to companies. Prerequisites: MEC 370, MEC 470 and MEC 471.  
Credit 3 units.

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**B54 MEC 460 Economics of Entertainment**

This course focuses on the unusual economics of the entertainment industry and the associated management challenges. The sessions cover the basic economics of entertainment, then focus specifically on the music and movie industries, plus one other that varies from year to year. Classes consist of lecture and discussion, as well as speakers from the relevant industries. The primary student deliverable is a twenty

minute documentary-style production in which student teams present findings of their research into specific industries within the broader industries studied in class, e.g., rock, classical or rap within music, blockbusters within music, etc. Prerequisite: MEC 290 or Econ 4011.  
Credit 3 units.

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**B54 MEC 470 Market Competition and Value Appropriation**

Provides students with frameworks and capabilities for making intelligent decisions in evolving markets. Course begins with general game theory concepts, which form the basis for two main topics: models of competition in markets and value appropriation. Students learn the basic framework and apply it in the context of a detailed industry study. Specific topics may include firm interactions in stable and evolving market environments, industry life cycles, the evolution of new product markets, and strategic decision-making in developing markets. Prerequisite: MEC 370.  
Credit 3 units.

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**B54 MEC 471 Empirical Techniques for Industry Analysis**

Students will learn how to use data to answer a wide variety of questions regarding the incentives and behavior that generate market activity. We emphasize inference about the strategic decisions of firms and consumers. Students are introduced to new statistical and econometric tools by examining the application of these tools to current research in economics. Among the topics considered are the empirical implications of: strategic bidding in auctions, price discrimination and dispersion, differences across products, and the internal organization of firms. Prerequisites: MEC 290, QBA 120 and QBA 121.  
Credit 3 units.

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**Marketing**

Visit online course listings to view semester offerings for B55 MKT (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B55&crslvl=1:4>).

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**B55 MKT 370 Principles of Marketing**

Marketing is the window to the customer, making the function a critical component of any successful organization. Through a mixture of lectures, case discussions and classroom exercises, this course gives students an overview of the best theories and practices in marketing management today. Specific topics include: how to segment the customer base and choose target markets, how to create perceived value both from an economic and psychological perspective, how to differentiate a product or service from a competitor's offering, how to build and maintain a strong brand, and how to employ different marketing tools such as advertising, pricing, product design, service and location. The class also provides students with some basic tools for evaluating the financial impact of marketing activities. Prerequisites: sophomore standing and MEC 290 or Econ 1011 or MGT 100.  
Credit 3 units. EN: S

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**B55 MKT 377 Consumer Behavior**

Psychological, sociological and social psychological principles as they apply to consumer response to product offerings, media communications, personal influence and other environmental factors. Consumer buying behavior is analyzed from theoretical, empirical and applied perspectives. Current applications of

concepts employed by marketers are discussed in the context of both consumer and industrial marketing situations. Prerequisite: MKT 370.

Credit 3 units. EN: S

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#### **B55 MKT 378 Marketing Research**

The four P's of marketing are product, place, price and promotion. Using these decision variables, firms seek to maximize profits. Making these decisions requires market information. Marketing research is the process of actively collecting, assimilating, and analyzing market information to support management decision making. Teaches the nuts and bolts of market research. Prerequisites: MKT 370, QBA 120 and QBA 121 or concurrent enrollment in QBA 121.

Credit 3 units.

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#### **B55 MKT 400E Sales Management**

This course will provide students with a thorough understanding of the sales function in a managerial context as well as the process of selling from prospecting through solution selling and account maintenance. Specific topics addressed include sales force structure, salesperson selection, evaluation and compensation. Students will study sales technique, strategic selling, and key account management. Prerequisite: MKT 370.

Credit 3 units.

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#### **B55 MKT 400F Brand Management**

A brand is a promise, and this promise is often the most valuable asset of a firm. In this class, students will examine the creation and building of brand equity to create long-term profit for the firm. The class will examine what we know about brand management and brand theory from years of rigorous scientific research in the area. While learning the foundations of brand management, students will develop the skills needed to create a meaningful brand, position a brand, develop brand names and logos, promote a brand, leverage brand equity, extend a brand, and communicate brand meaning via traditional and social media. Students will learn some of the day-to-day skills performed by brand managers and interact with brand managers via guest speakers from top branding firms. Prerequisite: MKT 370 and either completion or concurrent enrollment in MKT 378.

Credit 3 units.

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#### **B55 MKT 400G Digital Marketing and Analytics**

The aim of this course is to provide a rigorous and comprehensive introduction to technology and methods of conducting marketing activities online and analyzing the data that inform and result from those activities. Prerequisite: MKT 370.

Credit 3 units.

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#### **B55 MKT 450F Luxury Goods and a Dash of Fashion**

This course focuses on the structure, strategies and business models of the global personal luxury apparel and accessory market. We study brands such as Burberry, Moncler, Louis Vuitton, Chanel and other industry leaders. The course is divided into two major segments. The first part is an on-campus 12-class segment which concludes with a final exam and a team report. The next segment is a spring break field trip to New York where we will visit the headquarters and showrooms of luxury brands and fashion retailers and meet with their executive leadership teams. Students will apply to take the course, and enrollment will be capped at 15 students. Applications will be due November

10, 2017. Application is online ([http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10304](http://sa.wustl.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10304)). Contact instructor or BSBA Office for questions. Prerequisite: completion or concurrent enrollment in MKT 370 and instructor permission.

Credit 3 units.

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#### **B55 MKT 465 Retail Management**

Explores the fundamental factors that are critical to the success of most retailers; merchandising, store design and display, personal selling, advertising and promotion, pricing and location. A wide variety of retailers — department stores, specialty stores, wholesale clubs, direct marketers, franchisers, food retailers, discounters and others — are studied. Through case methodology, the role that managers play in problem solving and development of strategies are studied. Topics include: positioning for success; retailing organizations; retail economics; pricing strategy; and entrepreneurial retailing. Prerequisite: MKT 370.

Credit 3 units.

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#### **B55 MKT 470E Pricing Strategies**

This course equips students with the concepts, techniques, and latest thinking on assessing and formulating pricing strategies. Through lectures, in-class discussions, case studies, group project/presentations, and pricing simulation games, students learn to use the fundamental analytical tools, theories and conceptual frameworks to formulate proactive pricing strategies improving the firm's profitability. Topics of discussion include incremental contribution analysis, EVC analysis, segmentation and price customization, competitive pricing strategy, pricing innovative products, price promotion, psychological/behavioral issues in pricing, dynamic pricing, pricing and market making on the internet, and pricing of digital products and services. Prerequisite: MKT 370.

Credit 3 units.

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#### **B55 MKT 477 International Marketing**

Addresses three fundamental decisions confronting a company whose operations extend beyond the domestic market: (1) choosing which foreign markets to penetrate; (2) determining the mode of market entry; and (3) devising the international marketing plan. Topics include: global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; global marketing intelligence; foreign risk and feasibility studies; and issues of ethics in other countries. Prerequisite: MKT 370.

Credit 3 units. EN: S

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#### **B55 MKT 477L International Marketing London**

Many companies, large & small, prepare a business environmental analysis for each country in which they do business. The analysis assesses the (consumer, industrial or organizational) demand in a particular country for merchandise like the company markets as well as the company's ability & willingness to supply that merchandise to that country. Students will prepare a marketing environmental analysis for some merchandise (either a new or existing service or product) of their choice from a company of their choice in London. Prerequisites: MKT 370 and admission to the London Internship Program.

Credit 3 units.

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**B55 MKT 477S International Marketing Sydney**

Many companies, large & small, prepare a business environmental analysis for each country in which they do business. The analysis assesses the (consumer, industrial or organizational) demand in a particular country for merchandise like the company markets as well as the company's ability & willingness to supply that merchandise to that country. Students will prepare a marketing environmental analysis for some merchandise (either a new or existing service or product) of their choice from a company of their choice in Australia. Prerequisites: MKT 370 and admission to the Asia Pacific Internship Program. Credit 3 units.

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**B55 MKT 478 New Product Management**

In a rapidly changing business environment where product life cycles are shortening and competition is intensifying, creating new products has become the most significant and most risky activity within a firm. This course aims to develop an understanding of the "state of the art" strategies, processes and methods used in developing new products. This course focuses on key new product issues including generation and assessment of ideas, value creation in competitive markets, the impact of disruptive technologies on mainstream industries, the diffusion of innovative new products and services, business model innovation, marketing mix (4P's) decisions for new products, concept and market testing, first mover dis/advantage, and expanding the product portfolio. This is a case-based course, where students participate in a dynamic and interactive group environment to develop the capacity to use the information learned to make informed new product decisions. Prerequisite: completion of concurrent enrollment in MKT 378. Credit 3 units.

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**B55 MKT 480 Marketing Strategy**

Successful business plans are dependent on well-defined and carefully crafted marketing strategies. In this course, students explore the interconnections between business strategy and marketing strategy through a series of lectures, case discussions, and participation in an online marketing simulation exercise. The course also places heavy emphasis on the discussion of topical marketing issues faced by companies in the current environment. Students are required to read the relevant business press and bring real world issues into the class for brainstorming and interactive discussion. Through this process, students become astute observers of the strategic trends in marketing across a variety of industries. Prerequisite: MKT 370. Credit 3 units.

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**B55 MKT 481 Integrated Marketing Communication**

This course focuses on an Integrated Marketing Communications (IMC) approach to advertising and other forms of commercial communications. The purpose is to provide future managers and practitioners with a foundation in communications theory, based on understanding the target's role in the demand chain for goods and services, as well as "hands on" experience in developing marketing communications plans. A practical understanding is provided of each of the range of marketing communications vehicles: consumer and business-to-business advertising, sales promotion/incentives, direct marketing, public relations, events and sponsorships, as well as online/interactive communications. Copy strategy, creative development, media planning, promotion strategy, and the evaluation of these programs are all addressed in this course. Industry experts will give guest lectures. We will have four companies in different

industry sectors for which the class will develop marketing communications plans during the course. Prerequisite: MKT 370. Credit 3 units.

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**Operations and Supply Chain Management**

Visit online course listings to view semester offerings for B58 OSCM (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B58&crslvl=1:4>).

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**B58 OSCM 356 Operations Management**

Introduces a variety of common operations issues that are frequently dealt with in both manufacturing and service industries and that affect other functions of the business. Specific topics include: process design and control; quality; waiting line models; inventory systems; and supply chain management. Prerequisites: ACCT 2610, MEC 290 and completion of QBA 200A or concurrent enrollment in QBA 200A. Credit 3 units.

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**B58 OSCM 400C Analytics for Operational Excellence**

This course provides advanced modeling and analytic tools to analyze operational processes, identify key drivers for business performance, and prescribe action plans to improve operational excellence. The emphasis is on modeling tools that are widely used in diverse industries and functional areas, including operations, finance and marketing. Applications include service capacity planning, advertising planning, revenue management, portfolio optimization, corporate risk management, environmental policy modeling, among others. Prerequisite: OSCM 356. Credit 3 units.

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**B58 OSCM 400D Supply Chain Management**

A supply chain is a network of all firms and relationships that get a product to market, including the original acquisition of raw materials, production of the item at a manufacturing facility, distribution to a retailer, sale of the finished item to the customer, and any installation, repair, or service activities that follow the sale. How to effectively manage the supply chain is a central issue for all levels of management, regardless of industry. More demanding customers, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how supply chains should be configured and managed. Many innovations and new business models have emerged, arising from application of information technology and reconfiguration of the supply chain network. Prerequisite: OSCM 356. Credit 3 units.

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**B58 OSCM 458 Operations Planning and Control**

Examines the concepts and techniques essential for effective operations planning and control in various manufacturing and service organizations. The course builds on the knowledge and skills acquired in core operations management and quantitative method courses, and covers key topics including inventory management, linear and nonlinear programming, aggregate planning, Markov chain models. The course introduces students to the major trade-offs and issues in operations planning and control, as well as important tools and techniques available for helping operations managers to make analysis and decisions. Prerequisite: OSCM 356.

Credit 3 units.

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## Organizational Behavior

Visit online course listings to view semester offerings for B66 OB (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B66&crslvl=1:4>).

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### B66 OB 360 Organization Behavior Within the Firm

Provides a toolbox of skills that are necessary to be an effective team member and manager. Focuses on behavior at the individual, group, and organizational levels to provide a broad picture of management in organizations. Ongoing themes include motivation, team dynamics, organizational design, and corporate culture. Assignments, experiential exercises, and course materials are designed to build skills in team management, organization and communication that will be useful for other group assignments as well as work experiences. Prerequisites: MGT 100 or sophomore standing.

Credit 3 units. EN: S

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### B66 OB 400C Women in Leadership

Using a multifaceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers, as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations.

Credit 1.5 units.

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### B66 OB 400D Thinking Creatively and Leading Creative Teams

This course is designed for students who want to improve their ability to develop creative solutions to tough business problems and to be able to inspire creativity in others. In a world of rapid change and increasing complexity, existing approaches simply won't do it anymore — at least not for long. Thus, the ability not only to update and refresh existing products and services but also to generate ideas for new-to-the world offerings becomes indispensable. Students who have mastered the skills of creative thinking and doing and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help students understand and begin to master those skills. Prerequisite: OB 360.

Credit 1.5 units.

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### B66 OB 461 Negotiation

Skillful negotiation is an important aspect of management. Designed to improve a student's skills in analyzing and conducting negotiations in a variety of settings. Topics include two-party bargaining, multiparty bargaining, arbitration and coalition formation. Prerequisite: OB 360.

Credit 3 units.

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### B66 OB 462 Leadership in Organizations

This course is designed to fulfill three broad objectives for students. The first is to provide a useful overview of the primary leadership perspectives, focusing on how each framework links individual leadership to organizational outcomes. The second objective involves students in self-assessment of strengths and weaknesses in relation to the abilities and skills that are predictive of leadership effectiveness. Third, the course is designed to enable participants to articulate an effective strategic plan for individual leadership development. Course topics include perspectives on individual leadership effectiveness, leadership and motivation, developing subordinates, leading groups and teams, leading the resolution of conflict, and leading organizational change. Prerequisite: sophomore standing.

Credit 3 units.

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## Quantitative Business Analysis

Visit online course listings to view semester offerings for B59 QBA (<https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B59&crslvl=1:4>).

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### B59 QBA 120 Managerial Statistics I

The first of a two-course sequence in business applications of statistics, focused on descriptive statistics, probability and distributions, inferential statistics, and linear regression. Approximately the first quarter of the course is about descriptive statistics and applications of covariance. The second quarter is devoted to probability: basic rules, conditional probabilities, Bayes' theorem, expected values, and probability distributions. This work is followed by an introduction to sampling distributions and inferential statistics. Confidence intervals and hypothesis testing are introduced to make inferences about parameters. The last one-fourth of the course focuses on simple linear regression. Throughout the course, functions, data analysis, VBA, and solver features of Excel are introduced. Prerequisite: completion or concurrent enrollment in Math 132.

Credit 3 units.

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### B59 QBA 121 Managerial Statistics II

The second of a two-course sequence in business applications of statistics, focused on forecasting. The course is devoted to the use of linear regression models in business, and ways to deal with problems of collinearity, outliers, non-linear relationships, and heteroscedasticity. Advanced topics, including time series regression and logistic models, are covered as time permits. There are quizzes and group projects in addition to a midterm and final. Prerequisites: QBA 120 or approved equivalent; Math 132; and MEC 290 or Econ 1011.

Credit 3 units.

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### B59 QBA 200A Analytics and Modelling for Business

#### Decisions

The primary goal of the course is to help students become effective problem solvers, smart consumers of data and, finally, intelligent business decision makers in various management situations. The course utilizes structured problem solving approaches heavily relying on data for defining the problem, uncovering useful relationships between critical variables and outcomes, defining measures for evaluating alternatives, modeling underlying conceptual relationships and constraining resources, and proposing via rigorous search process of

exploration and exploitation "best fitting and robust" solutions for the given environment and its underlying uncertainties. Applications of those analytic tools will be illustrated using examples from various business functional areas, finance, marketing, operations, economics and strategy. Prerequisites: QBA 120 and completion or concurrent enrollment in QBA 121. Credit 3 units.

## Degree Requirements

### BSBA Degree Requirements

The Bachelor of Science in Business Administration degree is awarded to students by recommendation of the faculty. Standards established by the faculty for recommendation are:

1. Satisfactory completion of requirements regarding required and elective courses, accumulation of a minimum of 120 units of course work, and satisfactory fulfillment of other requirements established in accordance with the rules and regulations of the Olin Business School.
2. Completion of the last 30 units in residence at Washington University for entering first-year students. Transfer students must complete a minimum of 60 units in residence at Washington University.

### General Requirements (a minimum of 48 units)

Each student must complete a minimum of 48 units outside of the Olin School to include the following specific requirements:

**A. College Writing (3 units):** Students must demonstrate proficiency in reading and writing the English language by satisfactorily completing CWP 100 with a grade of C- or better.

**B. Calculus (3-6 units):** Students must complete Math 131–Math 132 or other calculus courses approved by the Olin Business School.

**C. Distribution Requirements (18 units):** Students must complete 3 units of physical and life sciences, 3 units of humanities, 6 units of international studies, 3 units of behavioral analysis, and 3 units of ethics and values. Approved course selections are available in the university's Course Listings.

**D. Advanced Electives (12 units):** Students must complete at least 12 graded units of advanced course work. Advanced electives are defined as any course numbered 300 or above that is offered as any day division course. Advanced electives also may satisfy a distribution requirement.

### Professional Requirements (a minimum of 60 units)

#### A. Core Requirements (41 units):

| Code      | Title                              | Units |
|-----------|------------------------------------|-------|
| ACCT 2610 | Principles of Financial Accounting | 3     |

|              |  |    |
|--------------|--|----|
| ACCT 2620    | Principles of Managerial Accounting            | 3  |
| MEC 290      | Microeconomics                                 | 3  |
| MEC 292      | Global Economy                                 | 3  |
| or Econ 1021 | Introduction to Macroeconomics                 |    |
| MGT 100      | Individual in a Managerial Environment         | 3  |
| MGT 150A     | Foundations of Business                        | 2  |
| MGT 201      | Management Communication                       | 3  |
| FIN 340      | Capital Markets and Financial Management       | 3  |
| MKT 370      | Principles of Marketing                        | 3  |
| OB 360       | Organization Behavior Within the Firm          | 3  |
| OSCM 356     | Operations Management                          | 3  |
| QBA 120      | Managerial Statistics I                        | 3  |
| QBA 121      | Managerial Statistics II                       | 3  |
| QBA 200A     | Analytics and Modelling for Business Decisions | 3  |
| Total Units  |  | 41 |

\*Transfer students entering Olin Business School must take one of the following: MGT 100 or MGT 380 to satisfy this requirement.

#### B. Professional Electives (a minimum of 19 units)

Professional electives are non-required business courses offered by the Olin Business School that may or may not lead toward a specific business major. Additional information about the specific requirements for each business major is available on our Majors (p. 907) page.

### Electives (units will vary)

Students must take enough electives to earn the minimum of 120 units.

### Typical Four-Year Curriculum for a BSBA Student

Typically, students must earn 30 units a year to stay on target with a four-year graduation plan.

*120 credits minimum*

#### First Year

| Fall                  | Units | Spring               | Units |
|-----------------------|-------|----------------------|-------|
| MGT 100               | 3     | MEC 290              | 3     |
| Math 131 or higher*   | 3     | QBA 120              | 3     |
| English Composition** | 3     | Math 132 or elective | 3     |
| MGT 150A              | 2     | Electives            | 6     |
| Electives             | 3-6   |                      |       |

### Sophomore Year

| Fall                | Units | Spring              | Units |
|---------------------|-------|---------------------|-------|
| QBA 121             | 3     | QBA 200A            | 3     |
| ACCT 2610           | 3     | Core requirement(s) | 3-6   |
| MGT 201             | 3     | Electives           | 6-9   |
| Core requirement(s) | 0-3   |                     |       |
| Electives           | 3-6   |                     |       |

### Junior Year

| Fall                            | Units | Spring                          | Units |
|---------------------------------|-------|---------------------------------|-------|
| Core/ Professional requirements | 6-12  | Core/ Professional requirements | 6-12  |
| Electives                       | 3-9   | Electives                       | 3-9   |

### Senior Year

| Fall                   | Units | Spring                 | Units |
|------------------------|-------|------------------------|-------|
| Professional electives | 6     | Professional electives | 6     |
| Electives              | 9     | Electives              | 9     |

#### Notes:

\*Students may enroll in a higher level of calculus providing their academic preparation suggests a different level of calculus.

\*\*BSBA students are assigned to enroll in their Writing course in either fall or spring semester of their first year. Some students may start at a different level of English preparation and may take their Writing course as late as sophomore year.

## Additional Requirements

**A.** Students must complete a minimum of 120 units including 48 units outside of the Olin School and 60 units from the Olin School. Students who substitute a non-business course for a business requirement will still be required to enroll in another business course, as a minimum of 60 credits must be earned in Olin Business School.

**B.** Students must earn a minimum of 2.0 overall grade point average (GPA) and 2.0 GPA in all professional course work taken at Olin Business School.

**C.** Students must earn the final 30 units (60 units for an external transfer) toward the degree at Washington University.

**D.** Students must be recommended by the Olin Business faculty for degree confirmation by the Board of Trustees.

## Regulations

**A.** A maximum of 15 units of pre-matriculation credit may be counted toward graduation. Pre-matriculation sources include Advanced Placement (AP), International Baccalaureate (IB),

British Advanced (A) Levels and college courses taken after the junior year in high school. These units will count toward the 120 credits but will not satisfy any distribution, statistics or advanced education requirements. If a student takes a course in residence in which AP credit has already been awarded, the AP credit will be removed from the student's record.

**B.** BSBA students may earn a maximum of two majors to include two professional majors or one professional major and one major outside of the Olin School.

**C.** BSBA students may earn one or two minors, depending on the number of majors they pursue. The options are two majors and one minor or one major and two minors. Most of our minors are offered outside of Olin Business School.

**D.** Distribution requirements and advanced general electives (12 credits) must be taken for a grade. However, if a student completed a distribution/advanced course on a pass/fail basis prior to transferring to Olin Business School, then this course would count toward that requirement.

**E.** All business courses must be taken for a grade with the exception of MGT 450A.

**F.** BSBA students may enroll in one physical education course per semester.

**G.** BSBA students may enroll in one pass/fail course each semester. These credits will count only as general education electives.

**H.** BSBA students may enroll in one University College course per semester. However, these credits will not count toward the 120 units needed for their BSBA degree. The grade from this course will not be factored into the GPA.

**I.** The Olin School does not accept any online course work for transfer credit.

**J.** BSBA students may transfer up to 6 credits per summer toward their BSBA degree requirements.

**K.** BSBA students must complete 54 of the 60 professional units in residence. Course work taken on an approved Washington University international program will satisfy this residency policy.

**L.** BSBA students must complete all professional courses for each business major in residence. Course work taken on an approved Washington University international program will satisfy this residency policy.

**M.** BSBA students may double count only one course in a business major. For example, if a BSBA student is majoring in both marketing and entrepreneurship, they could not count B55 MKT 378 and B55 MKT 465 toward both majors.

**N.** Students are obligated to requirements and policies at the time of matriculation into the BSBA Program. However, faculty has and reserves the right to make changes to degree

requirements, policies and procedures, including modifying or adding new requirements, policies and procedures at any time.

O. ROTC units numbered 300 or above will count toward the student's 120 units for graduation. These credits may count toward the advanced non-business requirements providing the course is taken for a grade.

## Academic Honors & Awards

**Scholars in Business Program:** The Scholars in Business program allows alumni, corporations and friends of Olin Business School to provide scholarship funds to students of high academic promise who require financial support to attend the university. Students are considered for this award when they apply for financial aid in the fall of each year. Donors and students meet each other at the annual Scholars in Business dinner.

**Dean's List:** Dean's List honors are awarded to undergraduates who have completed a minimum of 14 graded units and achieved a semester grade point average of 3.6 or above. No incomplete or "N" grades may be outstanding as part of the student's semester record.

**Beta Gamma Sigma Honor Society:** The top 7 percent of the junior class and the top 10 percent of the senior class are eligible for invitation to Beta Gamma Sigma, the national business society. The student must have completed a minimum of 30 units at Washington University to be eligible.

**Latin Honors:** Graduating seniors in the top 5 percent of the class, based on overall university academic records, graduate *summa cum laude*. Seniors in the top 6 to 15 percent of the class graduate *magna cum laude*. These designations are recorded on the official university transcripts. All candidates for the BSBA degree in August, December or May will be considered as one group for purposes of final honors. Honors are determined in May for all graduates.

**Honors in Management:** The Honors in Management (HIM) Seminar is a two-semester sequence course that gives students the opportunity to work with senior-level faculty in a specialized format. In the fall semester, the HIM course will be team taught with various faculty members. For the spring semester, students will form teams to develop substantial research projects under the direction of one of the participating faculty for the remainder of the academic year. HIM students also must have a total of 126 credits of academic work (including MGT 490 and MGT 491) in order to receive the Honors in Management designation at graduation.

**Honors Thesis:** The Olin BSBA Honors Thesis challenges students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. The Honors Thesis is a two-semester sequence in which the student engages in research and analysis in the first semester and, upon successful progress, the student writes, presents and defends their research in the subsequent semester. Students must apply

and be approved to participate in this experience. All applicants must be senior BSBA degree students in good standing with a cumulative GPA of 3.7.

## Academic Regulations

### Attendance

Olin Business School allows each instructor of a course to decide how many absences the student may have and still pass the course. The Olin Business School expects faculty to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their instructors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

### Enrollment

BSBA students must be enrolled in a minimum of 12 units to a maximum number of 21 units each semester. Olin undergraduates will be assessed a full-time tuition charge for their course of study through eight semesters of enrollment.

### Units and Grades

A unit is a measure of quantity given for one hour of lecture or recitation course a week for one semester. A grade point is a measure of the quality of work done in the course. The Olin Business School employs the following grading system in evaluating student performance:

| Grade | Points Per Unit        |
|-------|------------------------|
| A     | 4.0                    |
| A-    | 3.7                    |
| B+    | 3.3                    |
| B     | 3.0                    |
| B-    | 2.7                    |
| C+    | 2.3                    |
| C     | 2.0                    |
| C-    | 1.7                    |
| D+    | 1.3                    |
| D     | 1.0                    |
| D-    | 0.7                    |
| F     | 0.0                    |
| P#    | Pass                   |
| F#    | Failing                |
| I     | Course work incomplete |
| W     | Withdrawal             |
| R     | Repeat                 |
| L     | Successful audit       |
| Z     | Unsuccessful audit     |
| N     | No grade submitted     |

Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. A student may retake a course if a higher grade is required or desired. The initial grade received in the course remains on the student's record, along with an R to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's grade point average.

## Auditing a Course

Students may not audit a business course. However, a student may take nonbusiness courses for audit with the approval of the professor. An audited course does not count toward the student's degree requirements. A grade of L indicates satisfactory completion of an audit; unsatisfactory completion results in a grade of Z. Fees for auditing a course are assessed at the same rate as for all other courses.

## Incomplete Grades

A student may be given an I (incomplete) when extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. While an incomplete grade is sometimes appropriate, a student should make every effort to avoid the accumulation of incomplete grades. Incomplete grades are expected to be finished. Failure to finish an incomplete grade by the following semester will result in a failing grade.

## Pass/Fail Option

A student may take a maximum of one course per semester on a pass/fail basis. A grade of P# (pass) indicates that credit has been awarded, but the work was not subject to finer evaluation. No required or business course work may be taken on a pass/fail option. This option is provided so that a student may take nonbusiness courses in subject areas with which they may have little familiarity.

## Minimum and Maximum Course Loads

In Olin, business students are required to enroll in a minimum of 12 units to a maximum of 21 units each semester at Washington University. A minimum 2.0 grade point average in all course work taken at the university and a 2.0 in all professional course work taken at Olin must be achieved to satisfy BSBA graduation requirements.

## Repeating a Course

A student may retake a course if a higher grade is required or desired. The initial grade received in the course remains on the student's record. An R will be placed next to the course with the lower grade to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's grade point average.

## Academic Probation and Suspension

Approximately three weeks following the end of a semester, the Academic Review Committee reviews the record of each enrolled student. Students must attain and maintain a minimum 2.0 grade point average in professional (business) and general courses to be in "good academic standing." Failure to achieve minimum standards may result in the student being placed on academic probation or becoming ineligible for future registration in the Olin Business School. Failure on the part of a student to meet the conditions of probation in the following semester may result in dismissal from the school.

Another cause for probationary action or dismissal is failure on the part of a student to complete professional requirements within a reasonable time period. Students who fall behind in completing requirements should make an appointment to see their primary adviser to work out a plan for making up the work at the earliest possible time. Registration is restricted to a maximum of 15 credits for students on academic probation.

## Leave of Absence Process

If a student is an undergraduate in good standing at the completion of a term, they are eligible to apply to take a leave of absence from the Olin Business School. The student should first contact their academic adviser to discuss the situation. Students must submit a request for a Leave of Absence to their four-year academic adviser. A student on an approved leave of absence should submit a Reinstatement Form by March 1 for a fall semester return or October 1 for a spring semester return.

A student wishing to take a medical leave of absence (MLOA) should first talk with a representative from Student Health Services. Then, the student should submit the MLOA petition to Student Health Services (SHS). A student's request for the MLOA or re-enrollment from an approved MLOA will be reviewed by SHS once the recommendations are received. The decision on whether or not to grant the request for a medical leave of absence or re-enrollment will be communicated to the student by the BSBA Programs Office. A student considering a medical leave of absence should first contact Student Health Services to initiate this leave.

In either case, the student must complete the Leave of Absence or the Medical Leave of Absence form and submit it to the appropriate office for consideration.

A student who wishes to formally withdraw from the university should meet with their business school adviser to file a Withdrawal Petition. In the event that a student wishes to return after formally withdrawing from Olin, a student must re-apply for admission if they wish to return to the university.

## Transfer Credit

Students who are enrolled at Olin and wish to receive transfer credit for course work subsequently taken at another institution must receive approval from their adviser prior to the time the course is to be taken. General guidelines are as follows:

- The institution must meet accreditation requirements.
- No course work may be taken at a two-year institution after a student has accumulated 60 credit hours of work.
- Credit will not be given for course work taken at another institution during a student's last 30 credit hours.
- A catalog description for each course must be submitted with the petition for review.
- No credit will be granted for course work taken online through another university.
- A maximum of 6 units may be taken during a summer program from another university.
- 54 of the 60 professional units must be taken in residence.
- All business major course work must be taken in residence. While major course work can be taken through an approved study abroad program, only one course will be counted for each business major.
- No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity policy.

The Olin School expects that all business courses be taken at Washington University. Under certain circumstances, permission may be granted for a student to take a business course from another university with accreditation by AACSB—International (Association to Advance Collegiate Schools of Business). In order for consideration to be given, a syllabus showing text used must be submitted. However, a BSBA student must still complete 54 of their 60 business units in residence. Any course counting toward a business major must be taken in residence also.

No transfer credit (including course work taken through a Washington University approved study abroad program) will be accepted with less than a C grade.

## University College Courses

BSBA students may enroll in one University College course per semester. However, these units will not count toward the 120 units needed for the BSBA degree nor toward a student's GPA.

## Pre-Matriculation Units

Pre-matriculation units are earned before the student's enrollment at Washington University as a first-year student. These units would include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels and college credit earned after the student's junior year in high school. These units will be noted on the student's

transcript. The maximum number of pre-matriculation units awarded is 15. These pre-matriculation credits will transfer as general elective course work and will not satisfy any distribution requirement. All BSBA students and second majors will be required to take QBA 120 Managerial Statistics I even when AP credit is earned for Math 2200 Elementary Probability and Statistics.

## Administration

Mark Taylor  
Dean

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Stuart Bunderson, PhD  
Senior Associate Dean and Director of Executive Education

Paula A. Crews, MBA  
Associate Dean and Director, Marketing and Communications

Joseph P. Fox, MBA  
Associate Dean, Graduate Programs

Steven J. Malter, PhD  
Associate Dean and Director of Undergraduate Programs

Jessica R. Martin  
Senior Associate Dean — Chief of Staff

Todd Milbourn, PhD  
Senior Associate Dean — Faculty, Research and Programs

Anjan Thakor, PhD  
Director of the PhD Program, Director of the Institute for Innovation and Growth, and Director of the Center for Finance and Accounting Research

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Ronald Allen, MBA, MLS  
Asa F. Seay Librarian

Charles A. Balsamo, MBA  
Director of Information Services

Nancy Barter  
Executive Director of Development

Yoon Groves, MA  
Associate Director of Undergraduate Advising and Student Affairs

Karen Heise  
Interim Director, Weston Career Center

Konstance P. Henning, BS  
Associate Director of Undergraduate Advising and Student Affairs

Brent Jenson, MBA  
Associate Dean of Finance

Dorothy D. Kittner, MBA  
Assistant Dean and Director of Corporate Relations

Paige E. LaRose, JD  
Assistant Dean and Director of Student Development & Strategic Initiatives

Glenn MacDonald, PhD  
Director of the Center for Research in Economics and Strategy

Cynthia Newell, MA  
Undergraduate Registrar

Analisa E. Ortiz, MEd  
Undergraduate Academic and Student Affairs Advisor

Christopher K. Presley, MEd  
Undergraduate Academic and Student Affairs Advisor

Elizabeth Shabani, MEd  
Associate Director of Global Programs

Lanna K. Skadden, MEd  
Assistant Dean and Director of Academic Affairs

Damian Whitney, MEd  
Undergraduate Academic and Student Affairs Advisor

## Majors (directory)

Below is a list of majors offered by the Olin Business School. Visit the **Majors section of the Olin Business School page** (p. 907) in this *Bulletin* to view more information about a specific major:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Financial Engineering\*
- Health Care Management
- Leadership and Strategic Management
- Marketing
- Operations and Supply Chain Management

\*The financial engineering major is offered to any undergraduate day division student as a second major option only.

## Minors (directory)

Non-BSBA students are eligible to pursue a minor in one of the specific fields of business listed below. Visit the **Minors section of the Olin Business School page** (p. 913) in this *Bulletin* to view more information about a specific minor:

- Accounting
- Business Economics
- Business of Entertainment\*
- Business of Sports\*
- Entrepreneurship
- Finance

- General Business
- Health Care Management
- International Business\*
- Leadership
- Marketing
- Operations and Supply Chain Management
- Strategy

\*BSBA students can earn the business of sports, business of entertainment, or the international business minor as part of their undergraduate degree.

# Engineering & Applied Science

## Mission Statement

The mission of the School of Engineering & Applied Science (SEAS) at Washington University is to serve society as a center for learning in engineering, science and technology. It is our duty to disseminate and create knowledge through teaching, research, publications and the transfer of important ideas and research into the development of new products and technologies. We strive to provide an environment that nurtures critical thinking and the education of innovators and leaders for the future.

## Undergraduate Degree Programs

The School of Engineering & Applied Science offers four-year, full-time programs of instruction leading to various Bachelor of Science degrees. Bachelor of Science degrees are available in the fields of biomedical engineering, chemical engineering, computer science, computer engineering, electrical engineering, mechanical engineering, and systems science and engineering.

If a student is interested in an academic program broadly based on the engineering sciences, the School of Engineering & Applied Science offers the Bachelor of Science (BS) Major in Applied Science degree with several options including chemical engineering, electrical engineering, mechanical engineering, and systems science & engineering. These degree options provide more flexibility for students who do not intend to become licensed engineers and want to select their course work according to their personal educational objectives. For example, some students use this flexibility to gain technical background and training while pursuing or preparing for professional training in medicine, business or law. However, although the flexibility exists to do so, it is not necessary to combine an Applied Science degree program with another major or degree. Students can also use this added flexibility to achieve a well-rounded undergraduate education by selecting courses from across the university while pursuing a degree in the School of Engineering & Applied Science.

## BS in Engineering (Individually Designed Major)

The requirements to be admitted to an IDM are more stringent than those for our other engineering degree programs, and the IDM will not be available to students when they first enter Washington University (so it will not be listed on the admissions application as an option).

Students applying for an IDM should:

- have already completed at least one semester at Washington University.
- apply before the beginning of the junior year.
- have at least a 3.5 cumulative GPA at Washington University and be maintaining good standing in the School of Engineering.
- find an Engineering faculty member who will agree to serve as that student's IDM adviser. The student and adviser will design a plan of study, which lists the courses that must be successfully completed to earn the IDM. That plan must include at least 42 engineering units of credit.
- satisfy all other general engineering degree requirements (p. 1033).
- present (with the help of their adviser) the plan to a standing engineering committee (normally, the Engineering Undergraduate Studies Committee), which will then assess the proposed plan and will approve or deny the request.

## Combined Majors and/or Multiple Degrees

### Multiple Majors in Engineering

All undergraduate divisions at Washington University allow students to pursue majors and degrees in more than one division. The following options are available:

**Second Degrees.** A student in any undergraduate division of the university may be allowed by another division to pursue a second bachelor's degree. For this, the student must satisfactorily complete all of the degree requirements for *both* degrees in order to earn two diplomas. These requirements may include a "residency" requirement. For engineering majors, this residency requirement is stated on the Engineering Degree Requirements (p. 1033) page. In addition, the College of Arts & Sciences requires any student earning an AB degree and a bachelor's degree from another division to earn a minimum of 150 total units. If the additional residency and units requirement for a second degree are incompatible with a student's plan, then the student should consider a second major as a more convenient and equally viable alternative.

**Second Majors.** A student pursuing a bachelor's degree in engineering may also pursue second majors offered by other undergraduate divisions. There are four second majors offered by the School of Engineering & Applied Science: computer science, electrical engineering science, financial engineering and systems science. In addition, there are second majors offered by the College of Arts & Sciences and the School of Business. Students may declare a second major online via WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) up until the time they have filed an Intent to Graduate. Upon completion of the requirements, the student's transcript will show an engineering degree and all earned second majors. Only one diploma is

granted; no reference to the second major is noted on the diploma.

**Minors.** Undergraduate students are allowed to pursue minors offered by any undergraduate division of the university. A minor usually requires five to six courses. The minor program's home division sets the requirements for admission and completion of the minor program. Students may declare a minor online via WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) up until the time they have filed an Intent to Graduate. An engineering student who completes all of the requirements will have the award of the minor noted on the official transcript; no reference of the minor is noted on the diploma.

**Residency Rule for Engineering Minors:** No more than 6 units of credit transferred from another institution (outside Washington University) can be used to meet the requirements of any minor offered by the School of Engineering & Applied Science. The remaining units (up to the amount required for the minor) must be applicable units from Washington University. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

## Process Control Systems

The Department of Energy, Environmental & Chemical Engineering and the Department of Electrical & Systems Engineering jointly sponsor a double-degree program in process control systems. Undergraduate degrees are earned in both Chemical Engineering and in Systems Science & Engineering.

The emphasis in this course of study is on the science and technology of process automation with a solid traditional foundation in the two major disciplines. Graduates of the program can contribute, through automation, to improved product quality, reduced manufacturing costs, greater capital productivity, and improved safety and environmental quality.

## Bachelor's/Master's Program in Engineering

This program provides students who enter Washington University as undergraduates in day-school programs the opportunity to earn School of Engineering & Applied Science (SEAS) master's degrees which includes Sever Institute master's degrees. Interested students are encouraged to discuss the program with faculty advisers by the end of their junior year in order to best develop a plan for their master's study.

Students must meet the admission requirements and application deadlines stipulated by SEAS and the department of interest. A minimum 3.0 GPA is required for admission, but some programs may have higher GPA requirements. Each SEAS department has the option to participate as well as to decide which master's programs to offer students. Students must be admitted to a degree program in Engineering at least one semester prior to their anticipated graduation semester.

Scholarship support may be available to students during their master's year of study. Full-time student status is typically required to be eligible for scholarship support. For more information regarding scholarships and financial aid in the final master's year of study, please visit the Bachelor's/Master's Program (<https://engineering.wustl.edu/prospective-students/graduate-admissions/Pages/bs-ms.aspx>) website.

### Engineering Undergraduates

The Bachelor's/Master's Program for current School of Engineering & Applied Science (SEAS) undergraduate students normally takes one additional year to complete and requires participants to complete at least 150 total units. When approved by the department, up to 6 units of the 150 total units can be used to satisfy requirements for both degrees. However, at least 150 units must still be completed, and all stipulated degree requirements for all programs must be satisfied.

To satisfy residency for both degrees, all participants must complete a minimum of 84 applicable Washington University units, which includes a combination of at least 60 in-residence units counted for the SEAS undergraduate degree and at least 30 in-residence units counted for the SEAS master's degree, with up to 6 units used to satisfy requirements for both degrees if approved by the department.

The cumulative GPA used to determine undergraduate final Latin honors will include all undergraduate and graduate course work completed up until the time Latin honors are officially determined in May of each year. This means that master's courses will also be included in the calculations if a student defers earning the BS degree until the master's degree is also earned.

### Non-Engineering Undergraduates

Students from other undergraduate divisions at Washington University are also eligible to participate in the Bachelor's/Master's Program. These students must complete their undergraduate degrees before they are designated as being primary School of Engineering & Applied Science (SEAS) master's students. Admitted students might take longer than one year to complete the requirements for a master's degree. Part-time graduate enrollment might be possible with prior permission, but students will be required to maintain Satisfactory Academic Progress (SAP) standards connected to financial aid in order to maintain scholarship and financial aid support. Scholarship support can be applied to "E" courses taken at Washington University during the summer if those courses count toward fulfilling the requirements of the master's degree. Scholarship support used during a summer session will count as one of the total semesters of scholarship support available to the student.

A reasonable number of required prerequisite courses as defined by the department may be taken while admitted to the master's program, but these courses will not be counted toward the SEAS master's degree if they are courses not normally counted toward

its requirement. Prerequisite courses will count in the student's GPA when determining probation/suspension eligibility and SAP standards. Poor performance (earning less than B- grades) in these courses can be grounds for removal from the program by the department.

A minimum of 24 units of residency counted for the Engineering master's degree is required for all students. When approved by the department, up to 6 units can be used to satisfy requirements for both the non-Engineering undergraduate degree and the Engineering master's degree.

### Other Bachelor's/Master's Programs

These programs allow engineering undergraduates to earn master's degrees outside of the School of Engineering & Applied Science. Students in these 3/2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for the MBA program which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3/2 programs may apply to the professional programs for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to the current 3/2 programs involving bachelor's/master's programs in Engineering, Social Work and Business and to any future Washington University 3/2 programs.

### BS/MBA Program

The School of Engineering & Applied Science and the Olin Business School offer a five-year program leading to the Bachelor of Science engineering degree and the Master of Business Administration degree. The purpose of the program is to provide students with the opportunity to develop an educational background particularly in demand by industry.

Students should apply to this joint program by April 1 of their junior year. They must complete the application for admission to the Olin Business School, available through the business school. There is no GPA requirement, but students must take the Graduate Management Admission Test (GMAT). Registration materials for the test may be obtained through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and personal interviews.

The BS/MBA student's fourth-year curriculum is composed largely of business courses. The fifth-year curriculum is divided almost evenly between business and engineering courses. Because merging of the two curricula results in very tight scheduling, it is possible that course overloads may be necessary to complete both programs in 10 semesters. Students are strongly urged to meet with their advisers to plan the remaining years of the program.

## Dual Degree Program

The School of Engineering & Applied Science offers a Dual Degree Program with numerous other liberal arts (<http://engineering.wustl.edu/prospective-students/dual-degree/Pages/affiliated-schools.aspx>) colleges and universities. Qualified students earn both a non-engineering baccalaureate from the first school and a Washington University bachelor's degree in engineering by attending the affiliated institution for three or four years, then completing the program with two years of concentrated engineering study at Washington University.

If students are enrolled at an affiliated institution, they may apply for admission to dual degree study under this program, provided they are recommended by an official representative of their college or university and will receive or have received the non-engineering baccalaureate. For more information, please visit the Dual Degree Program website (<http://engineering.wustl.edu/DualDegreeProgram.aspx>).

### Engineering Undergraduate Degree (Undergraduate 2-Year Option)

Students enter as undergraduate students and complete a liberal arts degree (from their current school) and an engineering undergraduate degree (from Washington University).

Participants are undergraduate students who commonly follow a 3/2 or a 4/2 schedule, entering Washington University after their junior or senior year. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units taken at Washington University.

### Engineering Undergraduate & Graduate Degrees (Graduate 3-Year Option)

Students enter as graduate students and complete both a liberal arts degree (from their current school) and then an engineering undergraduate degree and engineering master's degree in three years at Washington University. The engineering master's degree and undergraduate degree can be in different areas. Participants commonly follow a 3/3 or 4/3 schedule, entering Washington University after their junior or senior year. Please note that all students earning both an undergraduate and graduate degree are required to complete a minimum of 84 course units at Washington University. The GRE is not required for admission.

## Study Abroad and International Experiences

Students in the School of Engineering & Applied Science (SEAS) can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities will help students become global citizens better able to address current issues.

For information about these programs, please visit the SEAS website (<https://engineering.wustl.edu/current-students/outside-classroom/Pages/study-abroad.aspx>).

## Cooperative Education and Internships

The Engineering Cooperative (Co-op) Program is coordinated through the Career Center. It offers students a unique opportunity to gain in-depth engineering experience prior to graduation. Co-op students learn about a field of engineering by working alongside practicing engineers on extensive projects of the sort that are typically undertaken by entry-level engineers. This type of experience gives students a chance to preview a career path and employment options, gain career clarification, improve communication and team project skills, and enhance marketability with future employers. The cooperative education experience is typically completed over the course of a semester and a summer term.

In addition, the Career Center provides resources for students searching for summer internships and/or part-time fall or spring internships with local companies while enrolled in courses.

For more information on co-ops and internships, please visit the Career Center website (<http://careercenter.wustl.edu>) or call 314-935-5930.

## Pre-Medical Education

The School of Engineering & Applied Science makes available, as options within its undergraduate degree programs, curricula that prepare students for entry into medical, dental or veterinary school while they pursue the undergraduate degree.

These curricula were formulated in recognition of the increasing importance in medicine of the methods and subject matter of the basic engineering sciences. The student who successfully completes one of the curricula will be well prepared for the study of medicine and will have, in addition, a solid background in engineering. Moreover, the student who decides not to go on to medical school will have an exceptionally wide selection of options, including not only those commonly open to the graduate in engineering, but also those of graduate study in biomedical engineering. In accordance with the recommendations of the school's Pre-Medicine Committee, all curricula include, in addition to the normal degree requirements, the following courses:

**Biology:** Biol 2960, Biol 2970

**General Chemistry:** two semesters with lab

**Organic Chemistry:** two semesters with lab

**Psychology:** Psych 100B

**Sociology:** SOC 2510

Many medical schools have other assorted prerequisites, which can be found in the AMCAS Instruction Manual. Students may download the manual from the Association of American Medical Colleges (AAMC) website (<http://www.aamc.org>).

If students are interested in attending medical or dental school, they must consult and register with the Pre-Medicine Committee before the end of their sophomore year. Engineering students should contact the pre-medical adviser in Engineering Student Services (<https://engineering.wustl.edu/current-students/student-services/Pages/premedicine.aspx>), Lopata Hall, Room 303.

There is extensive detailed information concerning the Medical College Admission Test, the choice of advanced biology or chemistry courses, and the choice of medical school that should be discussed prior to the beginning of the junior year. Students requesting letters of recommendation from the Pre-Medicine Committee must do so in writing by the end of the fall semester of the senior year. The Pre-Medicine Committee reserves the right not to write letters for students deemed not qualified.

## Engineering Summer School

The School of Engineering & Applied Science offers a variety of engineering courses each summer. Class times are varied to accommodate both traditional daytime students and those with full- or part-time employment. The Engineering Summer School calendar comprises one full eight-week evening session as well as several accelerated sessions of shorter duration.

If students are interested in enrolling in an engineering summer course, they can obtain further information in Lopata Hall, Room 303, 314-935-6100.

## Student Services

### Engineering Student Services

Engineering Student Services, located in Lopata Hall, Room 303, has three main areas: Admissions, Advising Support, and Registrar. Our admissions officers work closely with the university Admissions Office to provide current and useful information to students and parents who are learning about our university, our community, and the opportunities available in the School of Engineering & Applied Science. The advising staff has a comprehensive knowledge of all campus resources and can help with such items as tutoring, international studies, assistance with the registration process, and general advising. The registrar handles class scheduling, transfer and AP credit, course registration, graduation eligibility, and other student records-related processes. Engineering Student Services (<https://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>) serves all students, faculty and staff. For an appointment, call 314-935-6100.

### Engineering Communication Center

The Engineering Communication Center offers all engineering students, faculty and postdocs free help with their engineering

communication needs. The faculty who staff the center work with individuals to define audiences and purposes, develop and organize ideas, create effective graphics and page design, and sharpen self-editing skills. Help is offered for résumés and employment correspondence, proposals, formal reports, lab reports, graduate program application statements, and presentations. For an appointment, call 314-935-4902 or email [ecc@seas.wustl.edu](mailto:ecc@seas.wustl.edu).

## The Career Center

The Career Center helps engineering students prepare for a lifetime of career management by offering innovative approaches to help prepare them for a successful co-op, internship and job search. The Career Center offers a variety of services and resources for Engineering undergraduate and graduate students.

Whether students are looking for a summer internship, a co-op or a full-time job, the center is here to help. The Career Center offers a breadth of resources, including CareerLink: an online job, co-op and internship database; the Engineering Mentoring Program; ENGroups: Engineering Careers Interest Groups; special events; skill-building workshops; career fairs and on-campus interviews; and résumé referrals for job opportunities.

The Career Center offers one-on-one career guidance to students at any stage of their career-planning process. Students are encouraged to meet with a career adviser early in their academic career and at least once each year to build a relationship. To schedule an advising appointment, please contact 314-935-5930 or email [careers@wustl.edu](mailto:careers@wustl.edu) or visit the website (<http://careercenter.wustl.edu>).

## Course Descriptions

For administrative purposes, the School of Engineering & Applied Science is subdivided into five academic departments: Biomedical Engineering (E62); Computer Science & Engineering (E81); Electrical & Systems Engineering (E35); Energy, Environmental & Chemical Engineering (E44); and Mechanical Engineering & Materials Science (E37). Each department may offer courses leading to one or more bachelor's, master's or doctoral degrees.

The courses of instruction are numbered according to the following system:

- 100 to 199 are primarily for first-year students.
- 200 to 299 are primarily for sophomores.
- 300 to 399 are primarily for juniors.
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit.
- 500 or above are offered to graduate students and to juniors and seniors who have met all stated requirements. If there are no stated requirements, juniors and seniors should obtain permission of the instructor.

One unit of credit is given for each hour of lecture, and one unit for each two and one-half hours of laboratory. Each course description shows the course's credit. A table of all engineering courses (PDF) ([https://engineering.wustl.edu/current-students/student-services/Documents/Engineering\\_Course\\_Attributes\\_Feb%2028\\_2017.pdf](https://engineering.wustl.edu/current-students/student-services/Documents/Engineering_Course_Attributes_Feb%2028_2017.pdf)) and, for each course, the division of its topics units (PDF) is available and frequently updated on the school's website.

## First-Year Program

This First-Year Program is offered as a starting point for beginning students and their advisers when planning each student's individual course schedule.

A typical first-year course load totals 14 to 16 units for each semester, and it is not wise to enroll for more than 16 units during the first semester. It may be that a load of less than 14 units is desirable. Students should enroll in the following courses:

**Calculus:** Beginning engineering students with previous calculus course work usually begin with Math 132 Calculus II. Students with a strong mathematics background may be ready for Math 233 Calculus III or even Math 217 Differential Equations.

**Physics and/or Chemistry:** If biomedical engineering or chemical engineering is a likely major, chemistry and physics should be completed during the first year; for other majors, physics is the recommended choice.

**Other Courses:** Most first-year engineering students also enroll in one or more humanities/social sciences courses, engineering courses at the 100 level, and perhaps a computer science course. If students have a major or are strongly leaning toward a major, they should follow the recommendations for that major.

**English Proficiency:** The English proficiency requirement must be completed as soon as possible. Refer to the Engineering Degree Requirements (<http://bulletin.wustl.edu/undergrad/engineering/requirements>) for further details on this requirement.

## Suggested Courses for First Semester

| Courses   | Units |
|---|-------|
| Mathematics (Math 132)                          | 3     |
| Physics (Physics 117A or Physics 197)           | 4     |
| Chemistry (Chem 111A and Chem 151) <sup>*</sup> | 5     |
| Humanities/social sciences elective             | 3     |
| Engineering course(s)                           | 3-6   |

<sup>\*</sup>Required for Biomedical Engineering, Chemical Engineering and Pre-Medicine students

## Suggested Courses for Second Semester

| Courses                   | Units |
|---------------------------|-------|
| Mathematics (next course) | 3     |

|                                       |     |
|---------------------------------------|-----|
| Physics (Physics 118A or Physics 198) | 4   |
| Chemistry (Chem 112A and Chem 152)**  | 5   |
| Humanities/social sciences elective   | 3   |
| Engineering course(s)                 | 3-6 |

\*\*Required for Biomedical Engineering, Chemical Engineering and Pre-Medicine students

## Recommended Courses

The following list recommends course sequences for each engineering major.

**Biomedical Engineering:** BME 140, first semester; Biol 2960, second semester.

**Chemical Engineering:** EECE 101

**Computer Engineering:** CSE 131, first semester; CSE 132, second semester.

**Computer Science:** CSE 131–CSE 132, first and second semester; CSE 240, second semester.

**Electrical Engineering:** CSE 131 and ESE 103, first semester; ESE 260, second semester.

**Mechanical Engineering:** MEMS 202, first semester.

**Systems Science and Engineering:** CSE 131, first semester; Math 309, first or second semester; ESE 205 Introduction to Engineering Design, second semester.

**Contact:** Engineering Student Services

**Phone:** 314-935-6100

**Website:** <http://engineering.wustl.edu>

## Fields of Study

- Biomedical Engineering (p. 941)
- Computer Science & Engineering (p. 954)
- Electrical & Systems Engineering (p. 973)
- Energy, Environmental & Chemical Engineering (p. 998)
- Mechanical Engineering & Materials Science (p. 1012)
- Process Control Systems (p. 1030)
- University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program (p. 1032)

## Biomedical Engineering

### About Biomedical Engineering

Biomedical engineering is an interdisciplinary field in which the concepts, methods and techniques of engineering are applied to solving problems in biology and medicine. It applies quantitative, analytical and integrative methods from the molecular level to that of the whole organism to further our understanding of basic

biological processes and to develop innovative approaches for the prevention, diagnosis and treatment of disease.

A student majoring in biomedical engineering will have the opportunity to participate in the world-class research activities of engineering and medical faculty in biomaterials, imaging, cardiovascular engineering, cell and tissue engineering, molecular cellular and systems engineering, and neural engineering. All students in biomedical engineering are encouraged to join and be active in the Biomedical Engineering Society.

## Mission Statement

Our **departmental mission** is to serve society as a center for learning and knowledge-creation in engineering and science for the purpose of advancing biology and medicine.

Our overall educational objective is to prepare those receiving a bachelor's degree in biomedical engineering for a variety of career paths. To that end, our undergraduate curriculum is designed to provide technical proficiency as well as communication and other professional skills so that our graduates will be able to:

- Pursue careers in the biomedical engineering industry or related fields.
- Undertake advanced study (e.g., MS, PhD) in biomedical engineering or a related field, in preparation for careers utilizing this further training.
- Complete professional degrees (e.g., in medicine, dentistry, law, business) in preparation for careers utilizing those degrees.

## Academic Programs

The Bachelor of Science in Biomedical Engineering (BS–BME) is designed to prepare graduates for the practice of engineering at a professional level and is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The curriculum is structured around a basic core of 87 credits. In addition, a complementary set of courses totaling at least 33 credits completes the degree requirements.

In order to satisfy ABET (<http://www.abet.org>) requirements, all professional engineering curricula at the baccalaureate level must include the equivalent of one and one-half years of engineering topics, to include engineering sciences and engineering design appropriate to biomedical engineering. The BS–BME degree at Washington University requires 47 credits of engineering topics. The basic core curriculum includes 35 engineering topics credits. Therefore, students pursuing a BS–BME degree will need 12 to 15 additional engineering topics credits beyond the basic core curriculum. They also may receive up to 6 credits of academic credit for a research or design project by registering for BME 400, BME 400A, BME 400B or BME 400C Independent Study. In addition, their

course program must include sufficient laboratory experience to ensure competence in experimental design, data collection and data analysis. For more information regarding engineering topics credit requirements, please refer to the Undergraduate Curriculum webpage (<http://bme.wustl.edu/undergraduate/pages/undergraduate-curriculum.aspx>).

## Bachelor's/Master's (BS/MS) Program in Engineering

This program allows current BME undergraduate students to earn a master's degree with only one additional year of study. Interested engineering students should discuss the program with their BME academic and Engineering Student Services advisers by the end of their junior year in order to best develop a plan for their senior year leading into their master's year. With adviser and departmental approval, up to 6 graduate-level credits can be shared between the BS and MS degrees; however, the combined program still requires students to complete a minimum of 150 units in total.

## Double Majors

An option available to students majoring in biomedical engineering is the double major, leading to a second professional Bachelor of Science degree in one of the other engineering disciplines in four years. A degree in biomedical engineering combined with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or less if the student enters with AP credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an adviser in the second department as early as possible.

## Pre-Medical Preparation

Biomedical engineering is also excellent preparation for various professional schools, particularly medical schools. Many students complete their pre-medical requirements while obtaining their BME degrees. Pre-medical preparation is not a major, but rather entails fulfilling the requirements needed for entry to medical school. These generally consist of one year of college-level biology, chemistry, mathematics, English, and one year of organic chemistry with laboratory. Further information can be obtained by visiting the Pre-Medicine webpage (<https://engineering.wustl.edu/current-students/student-services/Pages/premedicine.aspx>) and contacting the School of Engineering & Applied Science's Health Professions Advisor, Ron Laue ([ron.laue@wustl.edu](mailto:ron.laue@wustl.edu)).

## Cooperative Experience

Cooperative experience is available to upper-level students at numerous life science/technology companies both in the St. Louis area and nationwide. This experience is particularly valuable for students wishing to enter industry. However, since most companies ask that students spend the equivalent of one semester and a summer, it may be difficult to complete the degree requirements in eight semesters, unless students enter with sufficient advanced placement credits and/or take summer courses.

*Please visit our website for the most current and up-to-date information.*

**Phone:** 314-935-7208

**Website:** <https://bme.wustl.edu/undergraduate>

## Faculty

### Chair

**Lori A. Setton** (<https://engineering.wustl.edu/Profiles/Pages/Lori-Setton.aspx>)

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering

PhD, Columbia University

Biomaterials for local drug delivery; tissue regenerations specific to the knee joints and spine

### Endowed Professors

**Rohit V. Pappu** (<https://engineering.wustl.edu/Profiles/Pages/Rohit-Pappu.aspx>)

Edwin H. Murty Professor of Engineering

PhD, Tufts University

Macromolecular self assembly and function; computational biophysics

**Yoram Rudy** (<https://engineering.wustl.edu/Profiles/Pages/Yoram-Rudy.aspx>)

Fred Saigh Distinguished Professor of Engineering

PhD, Case Western Reserve University

Cardiac electrophysiology; modeling of the cardiac system

**Frank Yin** (<https://engineering.wustl.edu/Profiles/Pages/Frank-Yin.aspx>)

Stephen F. and Camilla T. Brauer Distinguished Professor of Biomedical Engineering

MD, PhD, University of California, San Diego

Tissue and cell biomechanics; hemodynamics

### Professors

**Mark Anastasio** (<https://engineering.wustl.edu/Profiles/Pages/Mark-Anastasio.aspx>)

PhD, University of Chicago

Imaging sciences; phase-contrast; x-ray imaging

**Jianmin Cui** (<https://engineering.wustl.edu/Profiles/Pages/Jianmin-Cui.aspx>)  
PhD, State University of New York–Stony Brook  
Ion channels; channel structure-function relationship; biophysics

**Daniel Moran** (<https://engineering.wustl.edu/Profiles/Pages/Daniel-Moran.aspx>)  
PhD, Arizona State University  
Motor control; neural engineering; neuroprosthetics; movement biomechanics

**Quing Zhu** (<https://engineering.wustl.edu/Profiles/Pages/Quing-Zhu.aspx>)  
PhD, University of Pennsylvania  
Biophotonics and multimodality ultrasound and optical imaging

## Associate Professors

**Dennis L. Barbour** (<https://engineering.wustl.edu/Profiles/Pages/Dennis-Barbour.aspx>)  
MD, PhD, Johns Hopkins University  
Auditory physiology; sensory cortex neurocircuitry; novel perceptual diagnostics and therapeutics

**Vitaly Klyachko** (<https://engineering.wustl.edu/Profiles/Pages/Vitaly-Klyachko.aspx>)  
PhD, University of Wisconsin-Madison  
Synaptic function and plasticity; neural circuits; information analysis; neurological disorders

**Baranidharan Raman** (<https://engineering.wustl.edu/Profiles/Pages/Barani-Raman.aspx>)  
PhD, Texas A&M University  
Computational and systems neuroscience; neuromorphic engineering; pattern recognition; sensor-based machine olfaction

**Jin-Yu Shao** (<https://engineering.wustl.edu/Profiles/Pages/Jin-Yu-Shao.aspx>)  
PhD, Duke University  
Cell mechanics; receptor and ligand interactions; molecular biomechanics

**Kurt A. Thoroughman** (<https://engineering.wustl.edu/Profiles/Pages/Kurt-Thoroughman.aspx>)  
PhD, Johns Hopkins University  
Human motor control and motor learning; neural computation

## Assistant Professors

**Jan Bieschke** (<https://engineering.wustl.edu/Profiles/Pages/Jan-Bieschke.aspx>)  
PhD, Max Planck Institute for Biophysical Chemistry/University of Braunschweig  
Single molecule fluorescence and other biophysical methods to probe the mechanistic underpinnings of protein misfolding

**Hong Chen** (<https://engineering.wustl.edu/Profiles/Pages/Hong-Chen.aspx>)  
PhD, University of Washington  
Physical acoustics; therapeutic ultrasound and ultrasound imaging

**Nate Huebsch**  
PhD, Harvard University  
Joining January 2018

**Kristen Naegle** (<https://engineering.wustl.edu/Profiles/Pages/Kristen-Naegle.aspx>)  
PhD, Massachusetts Institute of Technology  
Computational systems biology with emphasis on cellular networks involved in cancer and diabetes

**Jon Silva** (<https://engineering.wustl.edu/Profiles/Pages/Jonathan-Silva.aspx>)  
PhD, Washington University  
Ion channel biophysics

**Michael D. Vahey**  
PhD, Massachusetts Institute of Technology  
Joining March 2018

## Senior Professors

**Larry Taber** (<https://bme.wustl.edu/faculty/Pages/faculty.aspx?bio=19>)  
PhD, Stanford University  
Mechanics of growth and development; cardiac mechanics

## Lecturers

**Noah Ledbetter**  
PhD, University of Utah

**Patricia Widder**  
MS, Washington University

## Majors

### The Major in Biomedical Engineering

The BS in Biomedical Engineering requires completion of the courses in the Core Curriculum and four upper-level courses (Tier) beyond the Core, as described below. Students must also meet all School of Engineering & Applied Science (SEAS) and Washington University requirements (including the English Composition requirement; please refer to the Engineering Degree Requirements page (p. 1033)) and, to satisfy ABET requirements for a professional degree, must accrue 47 engineering topics units over their course work. A list of Topics Units - Engineering Courses (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>) is available on the Engineering Student Services website.

## The Basic Core

The Biomedical Engineering Core Curriculum consists of 87 credits, outlined below.

| Courses   | Units     |
|---|-----------|
| <b>Physical Sciences</b>  |           |
| General Chemistry (Chem 111A, Chem 112A)  | 6         |
| General Chemistry Laboratory I, II (Chem 151, Chem 152)                           | 4         |
| General Physics (Physics 117A, Physics 118A or Physics 197, Physics 198)          | 8         |
|   | <b>18</b> |
| <b>Biological Science</b>   |           |
| Principles of Biology I (Biol 2960)   | 4         |
| Principles of Biology II (Biol 2970)  | 4         |
| Physiological Control Systems (Biol 3058)   | 2         |
|   | <b>10</b> |
| <b>Mathematics</b>  |           |
| Calculus II & III (Math 132, Math 233)  | 6         |
| Differential Equations (Math 217)   | 3         |
| Engineering Mathematics A & B (ESE 318, ESE 319)                                  | 6         |
| Probability and Statistics for Engineering (ESE 326)                              | 3         |
|   | <b>18</b> |
| <b>Engineering Science</b>  |           |
| Computer Science (CSE 131)  | 3         |
| Introduction to Electrical and Electronic Circuits (ESE 230)                      | 4         |
| Engineering Electromagnetics Principles (ESE 330)                                 | 3         |
|   | <b>10</b> |
| <b>Biomedical Engineering</b>   |           |
| Introduction to Biomedical Engineering (BME 140)                                  | 3         |
| Biomechanics (BME 240) and Biomechanics Lab (BME 240L)                            | 4         |
| Quantitative Physiology I, II (BME 301A, BME 301B)                                | 8         |
| Bioengineering Thermodynamics (BME 320B)  | 3         |
| Transport Phenomena in BME (BME 366)  | 3         |
| Senior Design A, B (BME 401A, BME 401B)   | 4         |
|   | <b>25</b> |
| <b>Other</b>  |           |
| Engineering Practice and Professional Values (Engr 4501, Engr 4502 and Engr 4503) | 3         |
| Technical Writing (Engr 310)  | 3         |
|   | <b>6</b>  |
| Total, Basic Core   | <b>87</b> |

Students must complete **four upper-level Tier engineering courses, five humanities and social sciences, and two general electives** beyond the Core to complete the major and to prepare for particular fields of employment or education beyond the baccalaureate degree. At least two of the four Tier electives need to be drawn from the Tier I course list below. The remaining two can be chosen from either Tier list below.

### Tier I

| Code        | Title   | Units |
|-------------|---|-------|
| Physics 314 | Physics of the Heart  | 3     |
| BME 329     | Biothermodynamics in Practice   | 3     |
| BME 450     | Numerical Methods for Computational Modeling in Biomedicine   | 3     |
| BME 459     | Intermediate Biomechanics   | 3     |
| BME 461     | Protein Structure and Dynamics  | 3     |
| BME 464     | Orthopaedic Biomechanics — Cartilage/Tendon (#)   | 3     |
| BME 465     | Biosolid Mechanics (#)  | 3     |
| BME 471     | Bioelectric Phenomena   | 3     |
| BME 4902    | Cellular Neurophysiology  | 3     |
| BME 4904    | Interfaces and Attachments in Natural and Engineered Structures                                     | 3     |
| BME 493     | Computational Methods for Inverse Problems  | 3     |
| BME 494     | Ultrasound Imaging  | 3     |
| BME 524     | Tissue Engineering  | 3     |
| BME 572     | Biological Neural Computation   | 3     |
| BME 575     | Molecular Basis of Bioelectrical Excitation (#)   | 3     |
| BME 5913    | Molecular Systems Biology: Computation & Measurements for Understanding Cell Physiology and Disease | 3     |

The remaining three courses may be earned from the Tier I list above or from the Tier II list below. Tier II consists of other 3-credit, 3 engineering topics credits, upper-level (300-500) BME courses (refer to the BME listings in Course Listings (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E62>)) or from the SEAS courses listed below.

### Tier II

| Code     | Title  | Units |
|----------|--|-------|
| CSE 330S | Rapid Prototype Development and Creative Programming | 3     |
| CSE 332S | Object-Oriented Software Development Laboratory      | 3     |
| CSE 587A | Algorithms for Computational Biology                 | 3     |
| EECE 302 | Transport Phenomena II: Mass Transfer                | 3     |

|           |   |   |
|-----------|---|---|
| EECE 305  | Materials Science   | 3 |
| EECE 551  | Metabolic Engineering and Synthetic Biology                   | 3 |
| ESE 351   | Signals and Systems   | 3 |
| ESE 425   | Random Processes and Kalman Filtering                         | 3 |
| ESE 441   | Control Systems   | 3 |
| ESE 444   | Sensors and Actuators   | 3 |
| ESE 447   | Robotics Laboratory   | 3 |
| ESE 455   | Quantitative Methods for Systems Biology                      | 3 |
| ESE 482   | Digital Signal Processing                                     | 3 |
| ESE 488   | Signals and Communication Laboratory                          | 3 |
| MEMS 3110 | Machine Elements  | 3 |
| MEMS 3410 | Fluid Mechanics   | 3 |
| MEMS 3420 | Heat Transfer   | 3 |
| MEMS 350  | Engineering Mechanics III                                     | 3 |
| MEMS 3601 | Materials Engineering   | 3 |
| MEMS 3610 | Materials Science   | 3 |
| MEMS 4101 | Manufacturing Processes                                       | 3 |
| MEMS 424  | Introduction to Finite Element Methods in Structural Analysis | 3 |
| MEMS 4310 | Dynamics and Vibrations                                       | 3 |

*Please Note:* 1) Courses above that are marked with (#) are offered every other year or less. 2) The most up-to-date Tier lists can be found on the BME website (<http://bme.wustl.edu/undergraduate/Pages/undergraduate-curriculum.aspx>).

## Minors

A majority of undergraduate engineering students pursue a minor in engineering or other disciplines, such as business. For biomedical engineering majors, there are four engineering minors that are easily obtainable within the typical four year BME curriculum. These recommended minors require four or fewer additional classes — most of which count toward the electives within the BME major.

### Recommended Engineering Minors for Biomedical Engineering Majors

- **Bioinformatics** - Bioinformatics is a joint program of the Department of Computer Science & Engineering in the School of Engineering & Applied Science and the Department of Biology in the College of Arts & Sciences. Mindful of the emerging opportunities at the interface of biology and computer science, the departments of Biology and of Computer Science & Engineering are sponsoring a bioinformatics minor that will serve students from both departments, as well as other students from the natural sciences and engineering with an interest in this field.

- **Computer Science** - As computing drives innovation in nearly all industries, the Department of Computer Science & Engineering offers a minor in computer science to provide a basic foundation in software and computer science.
- **Electrical Engineering** - This program covers classes in several fields of science and engineering, encompassing electronics, solid-state devices, applied electromagnetics, RF and microwave technology, fiber-optic communication, applied optics, nanophotonics, sensors, and medical and biological imaging technology.
- **Mechanical Engineering** - The minor in mechanical engineering complements studies in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study.

The engineering school offers additional minors; however, they typically require 15 units or more of course work outside the standard BME curriculum. Students who enter with significant transfer credit and/or advanced placement may be able to complete these minors in the standard four years. Otherwise, students will typically require a summer semester or two to complete these minors.

### Engineering Minors requiring Advanced Placement or Summer Effort for BME Majors

- Aerospace Engineering (p. 1018)
- Energy Engineering (p. 1002)
- Environmental Engineering Science (p. 1002)
- Mechatronics (p. 1018)
- Nanoscale Science & Engineering (p. 1002)
- Robotics (p. 1018)
- Systems Science & Engineering (p. 982)

## Courses

Visit online course listings to view semester offerings for E62 BME (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E62&crslvl=1:5>).

### E62 BME 140 Introduction to Biomedical Engineering

An introduction to the vast and diverse field of biomedical engineering (BME), this very challenging course has two main purposes. One is to teach students — via lectures, reading assignments, homework and exams — to think on their own, to solve problems and know how engineering principles are applied to the areas of bioelectricity, biomechanics, biomolecules, biotechnology and bioimaging. The second is to introduce students — via guest lectures by school of medicine and engineering faculty — to some of the fascinating and challenging ongoing research in these areas. The course is challenging because students at this early stage, by and large, lack the knowledge base to understand either the engineering/biological aspects of the topical areas or the research being presented.

Nevertheless, because future success depends on such, emphasis throughout is placed on developing self-learning as well as quantitative and analytical problem-solving skills, but at an appropriate level. By the end of the course it is hoped that students have begun to acquire the skills and approaches necessary to succeed in the engineering curriculum as well as a much more in-depth and informed perspective of BME. Corequisites: Physics 117A OR 197, Chem 111A, and college-level calculus.

Credit 3 units. EN: TU

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#### **E62 BME 240 Biomechanics**

Principles of static equilibrium and solid mechanics applied to the human anatomy and a variety of biological problems. Statics of rigid bodies with applications to the musculoskeletal system. Mechanics of deformable media (stress, strain; stretching, torsion and bending) with introduction to nonlinear behavior, viscoelasticity and growth in living tissue. Applications to cells, bone, muscle, arteries, the heart and the cochlea. Prerequisites: Physics 117A or 197.

Credit 3 units. EN: TU

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#### **E62 BME 240L Biomechanics Laboratory**

This course will consist of hands-on laboratory experiments in topics relevant to bioengineering mechanics such as statics of rigid bodies, viscoelasticity, and stress/strain analysis of biological materials. A focus of the course will be extending fundamental mechanical principles to biological applications through experimentation. The course is designed to follow and enhance the material covered in BME 240. Additionally, students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings. Prerequisites: concurrent or completed BME 240.

Credit 1 unit. EN: TU

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#### **E62 BME 301A Quantitative Physiology I**

A course (lectures, recitation and supervised laboratory sections) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include bioinstrumentation, eye movement, muscle mechanics, action potentials, sensory systems, neuroprosthetics. Prerequisites: BME 140, CSE 131, ESE 230, Biol 3058 (previously Biol 3050 or 3059), ESE 319, or permission of instructor.

Credit 4 units. EN: TU

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#### **E62 BME 301B Quantitative Physiology II**

A course (lecture and supervised laboratory sessions) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include electrocardiography; heart contractility and molecular bases; cell signaling, pulse wave propagation in arteries; pulmonary function; renal function; imaging, and systems biology. Immune system; drug delivery. Prerequisites: BME 140, CSE 131, ESE 230, ESE 319, Biol 3058, or permission of instructor.

Credit 4 units. EN: TU

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#### **E62 BME 320B Bioengineering Thermodynamics**

This course teaches the foundations of thermodynamics with strong emphasis on concepts, problem solving, and applications

in bioengineering and biophysics. The course will cover classical thermodynamics as well as statistical mechanics, and the statistical underpinnings of thermodynamic functions will be emphasized. Applications of thermodynamic control in biomolecular and cellular systems will be discussed. The target audience for this course is sophomores or juniors majoring in biomedical engineering. Students have to enroll in recitation section. Recommended prerequisites: Chem 112A, Phys 118A or 198, Math 132, Math 233, Math 217.

Credit 3 units. EN: TU

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#### **E62 BME 329 Biothermodynamics in Practice**

This course will include hands-on, laboratory experiments in topics relevant to bioengineering thermodynamics, such as heat transfer, relationships involving temperature and pressure, equilibria, mixing, and solution chemistry. A focus of the course will be extending fundamental scientific principles to biological applications. Students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings. Prerequisites: Chem 111A and 151; Physics 117A, 118A or 197, 198.

Credit 3 units. EN: TU

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#### **E62 BME 366 Transport Phenomena in Biomedical Engineering**

Many processes of importance in biology and medicine involve the transfer of mass, heat or momentum. Through the use of the differential control volume approach, the fundamental transport equations will be derived. Systematic derivation of differential equations appropriate for different types of transport problems will be explored. Solutions of the resulting differential equations for simple chemical/biological systems will then be sought. Macroscopic descriptions of fluid flow will be applied to the design of blood pumps for the heart. Unsteady mass transfer with diffusion, advection and chemical reactions will also be applied to the transport of proteins, metabolites and therapeutics throughout the body. Prerequisites: BME 240, Math 217, ESE 318 and ESE 319, BME 320B.

Credit 3 units. EN: TU

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#### **E62 BME 400 Independent Study**

Independent investigation on topic of special interest. This course has no engineering topics units. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit variable, maximum 6 units.

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#### **E62 BME 400A Independent Study**

Independent investigation on a topic of special interest. This course has 1 unit of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.

Credit 1 unit. EN: TU

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#### **E62 BME 400B Independent Study**

Independent investigation on a topic of special interest. This course has 2 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics.

Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.  
Credit 2 units. EN: TU

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### E62 BME 400C Independent Study

Independent investigation on a topic of special interest. This course has 3 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested, and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee.  
Credit 3 units.

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### E62 BME 401A Senior Capstone Design A

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will either meet with possible clients to discern a biomedical problem, or bring an original idea of their own to the class. The students will work on an original design or redesign of a component or system of biomedical engineering significance. The students will be taught how to craft a project scope with the required design specifications. The design experience will require application of knowledge and skills acquired in earlier course work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401A will be a descriptive paper design of their solution. Prerequisite: BME senior standing.  
Credit 2 units. EN: TU

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### E62 BME 401B Senior Capstone Design B

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will work toward building a prototype of the student design which was a product of 401A. The students will be expected to design a verification and validation plan to test the prototype built. The design experience will require application of knowledge and skills acquired in earlier course work and lab experiences; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401B will be a prototype, and a descriptive paper describing their solution documenting how the prototype satisfies the design specifications, with the validation and verification results. Prerequisites: BME 401A.  
Credit 2 units. EN: TU

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### E62 BME 410 International Community Service Learning Project

This pass/fail course is a two-week summer international experience in conjunction with the faculty and students of our partner, The Biomedical Engineering Institute of Hong Kong Polytechnic University. Students first attend an orientation at HKPU to learn about functional electrical stimulation (FES) and treating cerebral palsy with orthotic devices. The entire group then goes to a clinic in mainland China where they put into practice what they have learned, the former in patients who have

suffered strokes and the latter in children with cerebral palsy — working in teams to diagnose, fit and fabricate orthotic devices. A written summary of the experience is the final product. Academic credits are awarded at the end of the fall semester following the summer experience. Prerequisites: completion of junior year, BME 301A. Enrollment: Students must apply by Feb. 1 each spring. Enrollment is restricted to 10 of the applicants.  
Credit 2 units.

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### E62 BME 413 Engineering for First- and Third-World Health

Biomedical engineering, as a discipline, aspires to improve the human condition through the alleviation of suffering in disease; through diagnosis, treatment and prevention; and through the promotion of health. Although BME can address several problems at several levels, one distinction arises in practice, and a second in undergraduate life. The real-world problems and solutions arise in the developed and developing world; these domains share several similarities but also feature real differences that call upon differential engineering approaches. This course examines the engineering principles and practice that best apply to emergent solutions and unmet challenges in First-World and Third-World health. The collegiate experience often isolates the majority of undergraduate courses as "foundational" or "core" rather than applicable to very current, challenging, multidimensional problems. Our department, our school and university, and our societies value the contribution of engineers in solving these problems. Indeed, students very often achieve meaningful impact in real-world problems, but experienced most directly through extracurricular, not curricular, experience. This course provides the framework for students to build substantive ties between their curricular base and extracurricular problems and solutions. Corequisites: junior or senior standing; E62 BME 301A and/or 301B. Prerequisites: Candidate students need to have had previous engagement outside of class (through extracurriculars, volunteering, employment, etc.) with a particular problem in First- or Third-World medicine or health, most broadly construed. At registration students submit a short paragraph identifying the problem and how the student has engaged the problem outside the traditional classroom. This problem serves as the theme for the student's independent engineering analysis in the course. Identification of the problem, through submission of the paragraph, will move students from the waitlist to course registration (up to the seat limit).

Credit 3 units. EN: TU

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### E62 BME 433 Biomedical Signal Processing

An advanced undergraduate/graduate-level course. Continuous-time and discrete-time application of signal processing tools to a variety of biomedical problems. Course topics include linear systems theory, frequency transforms, sampling theorem, basis functions, linear filtering, feature extraction, noise analysis, system identification. Concepts learned in class will be applied using software tools to real biomedical signals such as speech, ECG, EEG, medical images. Prerequisites: ESE 317, ESE 351.  
Credit 3 units. EN: TU

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### E62 BME 450 Numerical Methods for Computational Modeling in Biomedicine

Advanced computational methods are required for the creation of biological models. Students will be introduced to the process of model development from beginning to end, which includes model formulation, how to solve and parameterize equations, and how to evaluate model success. To illustrate the potential

of these methods, participants will systematically build a model to simulate a "real-life" biological system that is applicable to their research or interest. A mechanistic appreciation of the methods will be gained by programming the methods in a low-level language (C++) in a Linux environment. While extensive programming knowledge is not required, participants are likely to find that some programming background will be helpful. Students enrolled in the 550 graduate class will be required to complete a final project that incorporates the methods taught in class. Prerequisites: Introductory programming course similar to E81 CSE 131.

Credit 3 units. EN: TU

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#### **E62 BME 459 Intermediate Biomechanics**

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity, and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor.

Same as E62 BME 559

Credit 3 units. EN: TU

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#### **E62 BME 461 Protein Structure and Dynamics**

This course covers the concepts and methods involved in the analysis of protein structure, stability, folding and misfolding. Topics include protein structural elements, amyloid structure, intra- and intermolecular forces, folding pathways and intermediates, phi-value analysis, kinetics of protein folding and of amyloid formation, and their application to problems of bioengineering and biophysics. Two-thirds of the course will consist of lectures; the other third will be student seminars, in which each student presents a paper from primary literature and its concept and methodology that is discussed in detail. Prerequisites: BME 320B Bioengineering Thermodynamics or equivalent.

Credit 3 units. EN: TU

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#### **E62 BME 464 Orthopaedic Biomechanics — Cartilage/ Tendon**

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (BME 463/563) Orthopaedic Biomechanics — Bones and Joints is *not* a prerequisite.

Same as E37 MEMS 5564

Credit 3 units. EN: TU

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#### **E62 BME 465 Biosolid Mechanics**

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active

structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.

Credit 3 units. EN: TU

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#### **E62 BME 471 Bioelectric Phenomena**

This course is a quantitative introduction to the origins of bioelectricity with an emphasis on neural and cardiac electrophysiology. Topics include electric fields and current flow in volume conductors; cell membrane channels and their role in generating membrane potentials; action potentials and their propagation in myelinated and unmyelinated axons as well as cardiac tissue. Minor topics of discussion include both skeletal muscle and nonhuman (e.g., electric fish) sources of bioelectricity. Prerequisite: ESE 330.

Credit 3 units. EN: TU

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#### **E62 BME 472 Biological Neural Computation**

This course considers the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition and machine learning algorithms for analyzing neural data. *Note:* Graduate students in psychology or neuroscience who are in the cognitive, computational and systems neuroscience curriculum pathway may register in Biol 5657 for 3 credits. For non-BME majors, conceptual understanding and selection/application of right neural data analysis technique are stressed. Hence homework assignments/examinations for the two sections are different, however all students are required to participate in a semester-long independent project as part of the course. Prerequisites: calculus, differential equations, basic probability and linear algebra. Undergraduates need permission of the instructor. Biol 5657 prerequisites: permission from the instructor.

Same as E62 BME 572

Credit 3 units. EN: TU

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#### **E62 BME 4902 Cellular Neurophysiology**

This course examines the biophysical concepts of synaptic function with the focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, models of synaptic disease states such as Parkinson and Alzheimer's diseases. Additionally, a set of lectures is devoted to modern electrophysiological and imaging techniques, and modeling approaches to study synapses and neural circuits. Prerequisites: senior or graduate standing.

Same as E62 BME 5902

Credit 3 units. EN: TU

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#### **E62 BME 4903 Physical Methods for Biomedical Scientists**

The course will introduce the spectrum of biophysical techniques used in biomedical sciences with a focus on advanced fluorescence spectroscopy. The first half of the course

(January to spring break) will introduce the concepts behind techniques such as: dynamic light scattering, SPR, analytical ultracentrifugation size-exclusion and affinity chromatography, atomic force microscopy, fluorescence spectroscopy, FRET, FTIR, circular dichroism, fluorescence correlation spectroscopy, sub-diffraction microscopy. The second half of the course will be held as six 3 h block lab classes (Fridays 10 a.m.-1 p.m.) in which the students will use these techniques in experiments on protein folding, protein stability and amyloid formation. Prior attendance of BME 461 Protein Structure and Dynamics is encouraged. Because of limited room in the experimental lab, attendance will be limited to nine students. Prerequisite: senior or graduate standing.

Credit 3 units. EN: TU

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**E62 BME 4904 Interfaces and Attachments in Natural and Engineered Structures**

Attachment of dissimilar materials in engineering and surgical practice is a challenge. Bimaterial attachment sites are common locations for injury and mechanical failure. Nature presents several highly effective solutions to the challenge of bimaterial attachment that differ from those found in engineering practice. This course bridges the physiologic, surgical, and engineering approaches to connecting dissimilar materials. Topics in this course are: natural bimaterial attachments; engineering principles underlying attachments; analysis of the biology of attachments in the body; mechanisms by which robust attachments are formed; concepts of attaching dissimilar materials in surgical practice and engineering; and bioengineering approaches to more effectively combine dissimilar materials.

Same as E37 MEMS 5560

Credit 3 units. EN: TU

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**E62 BME 493 Computational Methods for Inverse Problems**

Inverse problems are ubiquitous in science and engineering, and form the basis for modern imaging methods. This course will introduce students to the mathematical formulation of inverse problems and modern computational methods employed to solve them. Specific topics covered will include regularization theory, compressive sampling, and a survey of relevant numerical optimization methods. The application of these methods to tomographic imaging problems will be addressed in detail. Prerequisites: ESE 318, 319, 326, 351.

Credit 3 units. EN: TU

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**E62 BME 494 Ultrasound Imaging**

Introduce basic principles of ultrasound imaging, diagnostic ultrasound imaging system, clinical applications, and emerging technologies in industry. Prerequisite: ESE 351.

Credit 3 units. EN: TU

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**E62 BME 501C BME Doctoral Seminar Series**

This is a 1-unit credit option for BME students who attend regularly scheduled BME seminars (or approved substitute seminars). A satisfactory grade is obtained by submission of a two-page peer-reviewed paper written by one of the regularly scheduled BME seminar speakers whose seminar the student attended. Papers are to be submitted to the graduate student administrator for review by the director of doctoral studies. Prerequisites: Students must be current BME students in their second year and beyond in order to register.

Credit 1 unit.

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**E62 BME 506 Seminar in Imaging Science and Engineering**

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging, and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded pass/fail. Prerequisite: admission to Imaging Science and Engineering program.

Same as E35 ESE 596

Credit 1 unit.

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**E62 BME 507 Radiological Physics and Dosimetry**

This class is designed to construct a theoretical foundation for ionizing radiation dose calculations and measurements in a medical context and prepare graduate students for proper scientific presentations in the field of x-ray imaging and radiation therapy. Specifically, a student completing this course will be able to do the following: 1. Understand and apply key concepts specific to energy deposition for both ionizing photon interactions and transport in matter and for energetic charged particle interactions and transport in matter. Radiation sources include radioactivity, x-ray tubes, and linear accelerators. 2. Understand the theoretical details of ion-chamber based dosimetry and of both cavity-theory based (TG-21) and Monte-Carlo based (TG-51) clinical protocols. 3. Perform and present real-world style research projects as a group, and present these projects in a typical professional scientific format and style. 4. Achieve an appreciation of the history and potential future developments in ionizing radiation detection and dosimetry. Prerequisites: BS in physics or engineering and instructor approval.

Credit 3 units.

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**E62 BME 5071 Radiobiology**

Effects of ionizing radiations on living cells and organisms, including physical, chemical, and physiological bases of radiation cytotoxicity, mutagenicity and carcinogenesis. Textbook: *Radiobiology for the Radiologist*. Eric Hall and Amato Giaccia. Two lectures per week. Prerequisites: graduate student standing and one year each of biology, physics and organic chemistry, or approval of instructor.

Credit 2 units.

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**E62 BME 5073 Radiation Protection and Safety**

This course will introduce concepts of radiation protection and safety. The focus will be on how to protect humans and environment from ionizing radiation. Special emphasis will be on radiological protection in clinics. Prerequisite: graduate student standing or permission of the instructor.

Credit 2 units.

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**E62 BME 524 Tissue Engineering**

This course integrates the principles and methods of engineering and life sciences toward the fundamental understanding of normal and pathological mammalian tissues especially as they relate to the development of biological substitutes to restore or improve tissue function. Current concepts and strategies including drug delivery, tissue and cell transplantation, and in vivo tissue regeneration will be introduced as well as their

respective clinical applications. Prerequisites: BME 366; or MEMS 3410, Biol 2960 and 2970; or permission of the instructor. Credit 3 units. EN: TU

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#### **E62 BME 527 Design of Artificial Organs**

Medical devices that replace the function of one of the major organs in the body must usually interface with flowing blood. Examples include total artificial hearts, left ventricular assist devices, membrane oxygenators, hemodialysis systems and encapsulated endocrine cells. The design of these devices relies on integration of knowledge from a variety of fields, in particular computational fluid dynamics and blood rheology. We study the process by which a concept for a device eventually leads to a functioning, blood-contacting medical device, with most of the focus on the design of left ventricular assist devices. Students learn to use CAD to design blood pumping devices, test their designs via computational fluid dynamics, and 3-D print and test their pumps with water. Prerequisite: BME 366 or equivalent course in Transport Phenomena (including momentum and mass transfer).

Credit 3 units. EN: TU

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#### **E62 BME 528 Translational Regenerative Medicine**

This course provides students with an opportunity to connect basic research with applications in translation for several tissues/disease models. Course sessions will alternate between literature on basic mechanisms of development/stem cell biology and applications led by researchers or clinicians working in each area. Areas of focus will include cardiovascular development/congenital heart disease and arrhythmia, lung, endocrinology/diabetes, gut/intestinal disorders, musculoskeletal, neural (peripheral and brain), liver, hematology and eye. Emphasis on how discovery can be translated will be a major focus of the course. Students will be expected to review and present on primary literature in the field. Graduate standing is required. Prerequisites: graduate standing Engineering or DBBS.

Credit 3 units.

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#### **E62 BME 530A Molecular Cell Biology for Engineers**

This course is designed for upper-level undergraduates and first-year graduate students with a background in engineering. This course covers the biology of cells of higher organisms: protein structure and function; cellular membranes and organelles; cell growth and oncogenic transformation; cellular transport, receptors and cell signaling; the cytoskeleton, the extracellular matrix and cell movement. Emphasis is placed on examples relevant to biomedical engineering. The course includes two lectures per week and one discussion section. In the discussion section, the emphasis is on experimental techniques used in cell biology and the critical analysis for primary literature. Note this course does not count for engineering topics credits and is meant to fulfill a life science requirement for engineering or physical sciences graduate students. Prerequisites: Biol 2960 and 2970 or graduate standing.

Credit 4 units.

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#### **E62 BME 533 Biomedical Signal Processing**

Course designed for graduate students with little or no background in signal processing. Continuous-time and discrete-time application of signal processing tools to a variety of biomedical problems. Course topics include review of linear signals and systems theory, frequency transforms, sampling theorem, basis functions, linear filtering, feature extraction, parameter estimation and biological system modeling. Special

emphasis will be placed on signal transduction and data acquisition. Additional topics include noise analysis of real-world biosignals, biological system identification, stochastic/chaotic/fractal/nonlinear processes in biological systems. Concepts learned in class will be applied using software tools to 1D biomedical signals such as biological rhythms, chemical concentrations, blood pressure, speech, EMG, ECG, EEG. Prerequisites: graduate standing or consent of instructor. Credit 3 units. EN: TU

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#### **E62 BME 537 Computational Molecular Biology**

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.

Same as E81 CSE 587A

Credit 3 units.

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#### **E62 BME 538 Cell Signal Transduction**

This class covers the elements of cell signal transduction important to human development, homeostasis and disease. Lectures are combined with primary literature review to cover canonical signaling and current topics within the field. Spatial, time and dose-dependent aspects of signaling are of particular focus. Topics include: G protein-coupled receptors, receptor tyrosine kinases, adhesion signaling, the MAPK cascade, lipid signaling, the DNA damage response, and autocrine, paracrine and juxtacrine signaling. Prerequisites: BME 530A or BME 5068. Credit 3 units.

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#### **E62 BME 550 Numerical Methods for Computational Modeling in Biomedicine**

Advanced computational methods are required for the creation of biological models. Students will be introduced to the process of model development from beginning to end, which includes model formulation, how to solve and parameterize equations, and how to evaluate model success. To illustrate the potential of these methods, participants will systematically build a model to simulate a "real-life" biological system that is applicable to their research or interest. A mechanistic appreciation of the methods will be gained by programming the methods in a low-level language (C++) in a Linux environment. While extensive programming knowledge is not required, participants are likely to find that some programming background will be helpful. Students enrolled in the 550 graduate class will be required to complete a final project that incorporates the methods taught in class. Prerequisites: introductory programming course similar to E81 CSE 131.

Same as E62 BME 450

Credit 3 units. EN: TU

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#### **E62 BME 5565 Mechanobiology of Cells and Matrices**

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular,

cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed. Prerequisite: graduate standing or permission of the instructor. Same as E37 MEMS 5565  
Credit 3 units. EN: TU

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**E62 BME 559 Intermediate Biomechanics**

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor.  
Credit 3 units. EN: TU

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**E62 BME 5610 Protein Structures and Dynamics**

This course covers the concepts and methods involved in the analysis of protein structure, stability, folding and misfolding. Topics include protein structural elements, amyloid structure, intra- and intermolecular forces, folding pathways and intermediates, phi-value analysis, kinetics of protein folding and of amyloid formation, and their application to problems of bioengineering and biophysics. Two-thirds of the course will consist of lectures; the other third will be student seminars, in which each student presents a paper from primary literature and its concept and methodology that is discussed in detail. Prerequisites: BME 320B Bioengineering Thermodynamics or equivalent.  
Same as E62 BME 461  
Credit 3 units. EN: TU

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**E62 BME 562 Mechanics of Growth and Development**

This course applies the fundamental principles of solid mechanics to problems involving growth, remodeling and morphogenesis of cells, tissues and organs. Introduction to developmental biology, nonlinear elasticity, viscoelasticity and active contraction. Particular topics include cellular morphogenetic mechanisms, growth and development of the cardiovascular system, and adaptive remodeling of bone. Prerequisites: BME 240 or MEMS 241 or equivalent.  
Credit 3 units. EN: TU

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**E62 BME 564 Orthopaedic Biomechanics — Cartilage/Tendon**

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisite: BME 240 or equivalent. *Note:* BME 590Z (BME 463/563) Orthopaedic Biomechanics — Bones and Joints is *not* a prerequisite.  
Same as E37 MEMS 5564

Credit 3 units. EN: TU

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**E62 BME 565 Biosolid Mechanics**

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.  
Same as E62 BME 465  
Credit 3 units. EN: TU

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**E62 BME 5702 Application of Advanced Engineering Skills for Biomedical Innovators**

Students will work in small teams to apply core engineering skills covered in BME 5701 such as FEM, CAD, microcontroller programming, circuit design, data informatics, and app development to particular clinical needs or processes chosen by the instructing staff. Prerequisites: BME 5701 or permission of instructor.  
Credit 3 units.

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**E62 BME 5711 Ideation of Biomedical Problems and Solutions**

This course is part one of the year-long master's design sequence for the BME Master of Engineering. The course will begin with a boot camp primer of HIPAA certification, clinical etiquette, medical law, and intellectual property law. This will be followed by a rotation period of guided shadowing of clinicians. Following each rotation, students will review and present their findings, with a view toward problem solving and project generation. Three-fourths of the way through the course, students will form into teams, choose a master's project, and begin intensive study of their chosen problem or process. The final weeks of the course will focus on problem scope and definition, identification of creative alternatives, and consultation with experts in the field. Prerequisite: acceptance into the Master of Engineering program.  
Credit 3 units.

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**E62 BME 5712 Implementation of Biomedical Solutions**

This course is part two of the year-long master's design sequence for the BME Master of Engineering. Students will work in small groups to begin to design a solution to the problem identified in BME 5711. Options and alternatives will be evaluated and a best-choice solution will be chosen, based on an in-depth study of constraints upon the problem, including engineering materials, economic, safety, social, manufacturing, ethical, sustainability, and other requirements. Core skills such as FEM, CAD, circuit design, microcontroller programming, and 3-D printing will be applied to create first an alpha mockup for proof of concept, followed by a full working prototype by the end of the semester. Prerequisites: BME 5711 or permission of instructor.  
Credit 3 units.

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**E62 BME 5713 Translation of Biomedical Solutions to Products**

This course is the third and final part of the year-long master's design course sequence. Through a repeated sequence of iteration, fabrication and verification, design teams will refine and optimize their master's design project, bringing it to completion. Prerequisites: BME 5712 or permission of instructor. Credit 4 units.

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**E62 BME 572 Biological Neural Computation**

This course considers the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include Hodgkin-Huxley equations; phase-plane analysis; reduction of Hodgkin-Huxley equations; models of neural circuits; plasticity and learning; and pattern recognition and machine learning algorithms for analyzing neural data. Note: Graduate students in psychology or neuroscience who are in the Cognitive, Computational and Systems Neuroscience curriculum pathway may register in Biol 5657 for 3 credits. For non-BME majors, conceptual understanding, and selection/application of right neural data analysis technique are stressed. Hence homework assignments/examinations for the two sections are different, however all students are required to participate in a semester-long independent project as part of the course. Prerequisites: calculus, differential equations, basic probability and linear algebra. Undergraduates need permission of the instructor. Biol 5657 prerequisites: permission from the instructor. Credit 3 units. EN: TU

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**E62 BME 5722 Feasibility Evaluation of Biomedical Products**

This is the second course of the Master of Engineering - Biomedical Innovation sequence in product development. Students will practice the steps in biomedical product development, including medical need validation, brainstorming initial solutions, market analysis, solution evaluation, regulatory, patent, and intellectual property concerns, manufacturability, risk assessment and mitigation, and global considerations. The course will focus on applying product development techniques to several real unmet medical needs; students will thus perform analysis and create reports and presentations for several different product solutions. Peer and faculty evaluations will provide feedback to improve individual technique. Local biomedical entrepreneurs will also visit to share their expertise and experiences. Prerequisite: admission to the Master of Engineering program. Credit 2 units.

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**E62 BME 5723 Realization of Biomedical Products in the Marketplace**

This course is the third in the MEng-BMI Biomedical Product Development sequence, focusing on the final stages of analysis to bring forth a leading solution concept. Solution concepts are screened for killer risks in the areas of intellectual property, regulatory, reimbursement, business models, and technical feasibility to identify viable concepts. From there, manufacturability and product specifications are evaluated against user and design requirements to select a concept that offers the highest value with lowest risk. Throughout the course, students will practice effective communication of risk factors through pitch presentations and executive summary reports. In addition, specialists from the St. Louis entrepreneurial community will share their experiences as guest speakers. Prerequisites: BME 5722; MEng-BMI candidates only.

Credit 1 unit.

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**E62 BME 5731 Business Foundations for Biomedical Innovators**

For medical innovators, a successful translation from product to market will require careful strategy and an understanding of the steps needed to form and fund a biotech business, either as a new startup or as an extension of the product line of an existing company. This course will provide a first look at the steps in this process, including intellectual property concerns, R&D, clinical strategy, regulatory issues, quality management, reimbursement, marketing strategy, sales and distribution, operating plans, and approaches to funding. Prerequisites: MEng program. Credit 2 units.

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**E62 BME 5732 Entrepreneurship for Biomedical Innovators**

This course will apply the concepts covered in BME 5731 in an interactive process that will provide practical experience. Topics of intellectual property, R&D, clinical strategy, regulatory issues, quality management, reimbursement, marketing strategy, sales and distribution, operating plans, and approaches to funding will be covered. Along with practical exercises, access to specialists and experts in these topics from the St. Louis entrepreneurial community will be provided as an integral part of the course. Prerequisites: BME 5731; MEng-BMI candidates only. Credit 2 units.

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**E62 BME 574 Quantitative Bioelectricity and Cardiac Excitation**

Action potential generation, action potential propagation, source-field relationships in homogeneous and inhomogeneous media, models of cardiac excitation and arrhythmia, quantitative electrocardiography. Prerequisites: differential equations, Laplace transform, electromagnetic field theory (undergraduate level). Credit 3 units. EN: TU

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**E62 BME 575 Molecular Basis of Bioelectrical Excitation**

Ion channels are the molecular basis of membrane excitability in all cell types, including neuronal, heart and muscle cells. This course presents the structure and the mechanism of function of ion channels at the molecular level. It introduces the basic principles and methods in the ion channel study as well as the structure-function relation of various types of channels. Exemplary channels that have been best studied are discussed to illustrate the current understanding. Prerequisites: knowledge of differential equations, electrical circuits and chemical kinetics. Credit 3 units.

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**E62 BME 5771 Biomedical Product Development**

Advances in science and technology have opened the health care field to innovation now more than any other time in history. Engineers and inventors can make real and rapid improvements to patient treatments, length of hospital stay, procedure time, cost containment, and accessibility to treatment. However, a successful transition from idea to implementation requires careful market analysis and strategy planning. This course will address the steps in this process, including personal and team strength assessment, medical need validation, brainstorming initial solutions, market analysis, solution evaluation, regulatory, patent and intellectual property concerns, manufacturability, risk assessment and mitigation, and global considerations. Students will be expected to review resource material prior to

coming to class in order to facilitate active class discussion and team-based application of the material during class; regular attendance will be key to course success. The course will focus on applying product development techniques to several real unmet medical needs; students will thus perform analysis and create reports and presentations for several different product solutions. Peer and faculty evaluations will provide feedback to improve individual technique. In addition, throughout the semester, local biomedical entrepreneurs will visit to share their expertise and experiences. Prerequisites: graduate or professional student standing or permission of the instructor. Credit 3 units.

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#### **E62 BME 5772 Biomedical Business Development**

For medical innovators, a successful translation from product to market will require careful strategy and an understanding of the steps needed to form and fund a biotech business, either as a new startup or as an extension of the product line of an existing company. This course will address the steps in this process, including intellectual property concerns, R&D, clinical strategy, regulatory issues, quality management, reimbursement, marketing strategy, sales and distribution, operating plans, and approaches to funding. Prerequisites: graduate or professional student standing or permission of the instructor. Credit 3 units.

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#### **E62 BME 5799 Independent Study for Candidates in the Master of Engineering Program**

Independent investigation on a topic of special interest. The student and mentor must justify the requested number of units. The MEng program director must approve the requested number of units. Credit variable, maximum 6 units.

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#### **E62 BME 5820 Fundamentals and Applications of Modern Optical Imaging**

Analysis, design and application of modern optical imaging systems with emphasis on biological imaging. First part of course will focus on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity, frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). Second part of course will compare modern quantitative imaging technologies including, but not limited to, digital holography, computational imaging, and super-resolution microscopy. Students will evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 or their equivalents; ESE 330 or Physics 421 or equivalent. Same as E35 ESE 582. Credit 3 units. EN: TU

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#### **E62 BME 589 Biological Imaging Technology**

This class develops a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section examines how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure

and function, image formation methods and diffraction limited imaging. The math section examines image decomposition using basis functions (e.g., Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multidimensional imaging datasets, multivariate regression and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology are critiqued.

Same as E35 ESE 589  
Credit 3 units. EN: TU

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#### **E62 BME 5901 Integrative Cardiac Electrophysiology**

Quantitative electrophysiology of the heart, integrating from the molecular level (ion channels, regulatory pathways, cell signaling) to the cardiac cell (action potential and calcium transient), multicellular tissue (cell-cell communication) and the whole heart. Prerequisite: permission of instructor. Credit 3 units. EN: TU

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#### **E62 BME 5902 Cellular Neurophysiology**

This course examines the biophysical concepts of synaptic function with the focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, models of synaptic disease states such as Parkinson and Alzheimer's diseases. Additionally, a set of lectures is devoted to modern electrophysiological and imaging techniques, and modeling approaches to study synapses and neural circuits. Prerequisite: senior or graduate standing. Credit 3 units. EN: TU

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#### **E62 BME 5903 Physical Methods for Biomedical Scientists**

The course will introduce the spectrum of biophysical techniques used in biomedical sciences with a focus on advanced fluorescence spectroscopy. The first half of the course (January to spring break) will introduce the concepts behind techniques such as: dynamic light scattering, SPR, analytical ultracentrifugation size-exclusion and affinity chromatography, atomic force microscopy, fluorescence spectroscopy, FRET, FTIR, circular dichroism, fluorescence correlation spectroscopy, sub-diffraction microscopy. The second half of the course will be held as six 3 h block lab classes (Fridays 10 a.m.-1 p.m.) in which the students will use these techniques in experiments on protein folding, protein stability and amyloid formation. Prior attendance of BME 461 Protein Structure and Dynamics is encouraged. Because of limited room in the experimental lab, attendance will be limited to nine students. Prerequisite: senior or graduate standing. Same as E62 BME 4903. Credit 3 units. EN: TU

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#### **E62 BME 591 Biomedical Optics I: Principles**

This course covers the principles of optical photon transport in biological tissue. Topics include a brief introduction to biomedical optics, single-scatterer theories, Monte Carlo modeling of photon transport, convolution for broad-beam responses, radiative

transfer equation and diffusion theory, hybrid Monte Carlo method and diffusion theory, and sensing of optical properties and spectroscopy. Prerequisite: Differential equations. Credit 3 units. EN: TU

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**E62 BME 5911 Cardiovascular Biophysics Journal Club**

This journal club is intended for beginning graduate students, advanced undergraduates and MSTP students with a background in the quantitative sciences (engineering, physics, math, chemistry, etc.). The subjects covered are inherently multidisciplinary. We review landmark and recent publications in quantitative cardiovascular physiology, mathematical modeling of physiologic systems and related topics such as chaos theory and nonlinear dynamics of biological systems. Familiarity with calculus, differential equations and basic engineering/thermodynamic principles is assumed. Knowledge of anatomy/physiology is optional. Credit 1 unit.

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**E62 BME 5913 Molecular Systems Biology: Computation & Measurements for Understanding Cell Physiology and Disease**

Systems-level measurements of molecules in cells and tissues harbor the promise to identify the ways in which tissues develop, maintain, age, and become diseased. This class will introduce the systems-level measurement techniques for capturing molecular information and the mathematical and computational methods for harnessing the information from these measurements to improve our understanding of cell physiology and disease. This is a practical class, which involves implementation of the concepts in MATLAB and will be applied to existing, real data from published journal articles. Molecular topics will include: gene expression, microRNA, proteins, post-translational modifications, drugs, and splicing. Computational/mathematical topics covered will include: statistical inference, dimensionality reduction techniques, unsupervised and supervised machine learning, and graph-based techniques. Prerequisites: A working knowledge of molecular biology, linear algebra, and statistics is required. Credit 3 units. EN: TU

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**E62 BME 593 Computational Methods for Inverse Problems**

Inverse problems are ubiquitous in science and engineering, and form the basis for modern imaging methods. This course will introduce students to the mathematical formulation of inverse problems and modern computational methods employed to solve them. Specific topics covered will include regularization theory, compressive sampling, and a survey of relevant numerical optimization methods. The application of these methods to tomographic imaging problems will be addressed in detail. Prerequisites: ESE 318, 319, 326, 351. Same as E62 BME 493. Credit 3 units. EN: TU

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**E62 BME 594 Ultrasound Imaging**

Introduce basic principles of ultrasound imaging, diagnostic ultrasound imaging system, clinical applications, and emerging technologies in industry. Prerequisite: ESE 351. Same as E62 BME 494. Credit 3 units. EN: TU

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**E62 BME 599 Master's Research**

Credit variable, maximum 6 units.

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## Computer Science & Engineering

### About Computer Science & Engineering

The field of computer science and engineering studies the design, analysis, implementation and application of computation and computer technology. Computing plays an important role in virtually all fields, including science and medicine, music and art, business, law and human communication; hence the study of computer science and engineering can be interdisciplinary in nature. Whether a student's goal is to become a practitioner or to take a few courses to develop a basic understanding of computing for application to another field, the Department of Computer Science & Engineering at Washington University is committed to helping students gain the background they need.

People are attracted to the study of computing for a variety of reasons. Consequently, the department offers a wide variety of academic programs, including a five-course minor, a second major, two undergraduate degrees, combined undergraduate and graduate programs, as well as undergraduate research opportunities. Each academic program can be tailored to a student's individual needs.

The breadth of Computer Science & Engineering may be best understood in terms of the general areas of *applications*, *software systems*, *hardware* and *theory*.

**Applications** are the ways in which computer technology is applied to solve problems, often in other disciplines. Most applications courses provide background not only in the applications themselves but also in how the applications are designed and implemented. Examples of application areas include artificial intelligence, computer graphics, game design, and computational biology.

**Software Systems** are collections of interacting software components that work together to support the needs of computer applications. Courses in this area help students gain a solid understanding of how software systems are designed and implemented. While in the process, students develop their own software systems. Examples include operating systems, which manage computational resources; network protocols, which are responsible for the delivery of information; programming languages, which support the construction of software systems and applications; and compilers, which translate computer programs into executable form.

**Hardware** is the term used to describe the physical and mechanical components of a computer system. Courses in this area provide background in logic circuits, which carry out basic computations; computer architecture, which defines the organization of functional components in a computer system,

and peripheral devices such as disks, robot arms that are controlled by the computer system, and sensor systems that feed information which computer systems use to interact with the physical world.

**Theory** is the study of the fundamental capabilities and limitations of computer systems. A knowledge of theory helps students choose among competing design alternatives on the basis of their relative efficiency and helps them to verify that their implementations are correct. Theory courses provide background in algorithms, which describe how a computation is to be carried out; data structures, which specify how information is to be organized within the computer; analytical techniques to characterize the time or space requirements of an algorithm or data structure; and verification techniques to prove that solutions are correct.

A well-rounded study of computing includes training in each of these areas. However, depending on a student's educational goals, the student may prefer to concentrate on certain areas for greater depth of knowledge. To help students balance their elective courses, most upper-level departmental courses are classified in one of these categories: S for software systems, M for machines (hardware), T for theory, and A for applications. If a student's interests are concentrated in the first two areas, a Computer Engineering degree might be best. Students are encouraged to meet with a faculty adviser in the Department of Computer Science & Engineering to discuss their options and develop a plan consistent with their goals.

## Undergraduate Programs

The Department of Computer Science & Engineering (CSE) offers an array of courses which can be taken as requirements or electives for either of the undergraduate degree programs. We offer a Bachelor of Science in Computer Science (BSCS), a Bachelor of Science in Computer Engineering (BSCoE), or a second major in computer science. In addition to these three programs, CSE offers a pre-medical option and combined undergraduate/graduate programs. As a part of our program, each student is assigned an adviser, who can help design an individualized program, monitor a student's progress, and consult about curriculum and career options. Additional information can be found on our website (<http://cse.wustl.edu>), or any of the CSE faculty (<https://cse.wustl.edu/faculty/Pages/default.aspx>) can offer further guidance and information about our programs.

**Bachelor of Science in Computer Science:** The computer science (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-science.aspx>) major is designed for students planning a career in computing.

**Bachelor of Science in Computer Engineering:** The computer engineering (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-engineering.aspx>) major encompasses

studies of hardware, software and systems issues that arise in the design, development and application of computer systems.

**Second Major in Computer Science:** The second major (<https://cse.wustl.edu/undergraduate/programs/Pages/second-major.aspx>) provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts.

**Pre-Medical Option within Computer Science:** Students may pursue a pre-medicine curriculum in conjunction with either the BS degree or second major in computer science programs. Students interested in the pre-medical option should refer to the School of Engineering & Applied Science (p. 939) *Bulletin* page for details.

## Combined Undergraduate and Graduate Study

The Department of Computer Science & Engineering offers in-depth graduate study in many areas. Students entering the graduate programs require a background in computer science fundamentals. Washington University undergraduates seeking admission to the graduate degree program to obtain a master's degree in computer science or computer engineering do not need to take the Graduate Record Examination (GRE). For more information, contact the department office by email ([admissions@cse.wustl.edu](mailto:admissions@cse.wustl.edu)) or call 314-935-6132.

### The Joint Bachelor's/Master's Program

This five-year program that leads to both the bachelor's and master's degrees offers the student an excellent opportunity to combine undergraduate and graduate studies in an integrated curriculum. The combination of the two programs extends the flexibility of the undergraduate curriculum to more advanced studies, thereby enabling students to plan their entire spectrum of computing studies in a more comprehensive educational framework. Consistent with the general requirements (p. 1033) defined by the School of Engineering & Applied Science (SEAS), a minimum of 150 units is required for completion of the Bachelor's/Master's program. Provided that the 150-unit requirement is satisfied, up to 6 units of course work acceptable for the master's degree can be counted toward both the bachelor's and master's requirement. Students in the Bachelor's/Master's program can take advantage of the program's flexibility by taking graduate courses toward the graduate degree while still completing the undergraduate degree requirements.

The Bachelor's/Master's program offers early admission to the graduate programs in computer science and computer engineering and allows a student to complete the master's degree typically in only one additional year of study (instead of

the usual three semesters). Undergraduate financial support is not extended for the additional semesters to complete the master's degree requirements; however, scholarship support based upon a student's cumulative GPA, calculated at the end of the junior year, will be awarded automatically in the student's final year of study. Students are classified as graduate students in their final year of study, and their tuition charges are at the graduate student rate. For information regarding scholarship amounts, please visit the Bachelor's/Master's Program in Engineering webpage (<http://engineering.wustl.edu/current-students/student-services/Pages/BS-MS-program.aspx>).

If students plan to apply to this program, it is recommended that they complete at least an undergraduate minor in computer science, three additional computer science courses at the 400 level, and one at the 500 level during their first four years. Students must apply to this program by October 1 of the first semester of their senior year, and a minimum GPA of 3.0 is required of all applicants. Late applications will be accepted after October 1 if submitted prior to the end of the applicant's senior year. Late applicants either have a reduced scholarship scale or, in some cases, may no longer be eligible for scholarship.

## BS/MBA Program

The growing importance of computer-based information systems in the business environment has produced a sustained high demand for graduates with master's degrees in business administration and undergraduate majors in computer science and engineering.

Students should apply to this joint program by February 1 of their junior year. The application for admission to the Olin Business School (p. 896) is available through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and a personal interview.

## Undergraduate Courses

Course requirements for the minor and majors may be fulfilled by CSE 131 Computer Science I, CSE 132 Computer Science II, CSE 240 Logic and Discrete Mathematics, CSE 247 Data Structures and Algorithms, CSE 347 Analysis of Algorithms, and CSE courses with a letter suffix in any of the categories: software systems (S), hardware (M), theory (T) and applications (A). In addition, with approval of the instructor, up to 6 units of CSE 400E Independent Study can be used toward the CSE electives of any CSE degree. Other CSE courses provide credit toward graduation but not toward the CSE elective requirements for the second major, BSCS or BSCoE. Undergraduates are encouraged to consider 500-level courses. If a student is interested in taking a course but is not sure if they have the needed prerequisites, the student should contact the instructor.

## Broadening Experiences

If a student wants to become involved in computer science or computer engineering research or gain experience in industry while they are an undergraduate, there are many opportunities to do so. A few of these are listed below.

**Co-op:** The Cooperative Education Program allows a student to get valuable experience working in industry while an undergraduate. A co-op can give students another perspective on their education and may lead to full-time employment. Numerous companies participate in this program. More information is available from the Engineering Co-op and Internship Program (<http://careercenter.wustl.edu/tools/careerdevelopment/Pages/engineeringcoop.aspx>) that is part of the Career Center in the Danforth University Center, Suite 110.

**Research:** Participating in an undergraduate research project is a great way to learn more about a specific area. Research projects are available either for pay or for credit through CSE 400E Independent Study. Visit the CSE website (<https://cse.wustl.edu/undergraduate/Pages/undergraduate-research.aspx>) for details.

**Study Abroad:** Students in the School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities will help students become global citizens better able to address current issues.

The study of computer science and engineering is especially well suited and popular for study abroad. Students from our department routinely study abroad in Europe, the UK, Australia, Israel, and many other places. Our department works closely with students to identify courses suitable for computer science credit.

For more information about these programs, please visit the SEAS website (<https://engineering.wustl.edu/our-school/initiatives/Pages/global.aspx>).

## Research Opportunities

The Department of Computer Science & Engineering actively promotes a culture of strong undergraduate participation in research. Many undergraduates work in research labs with state-of-the-art equipment that provides them the opportunity to take part in computer science and computer engineering research. Sensor networks, high-speed routers, specialized FPGA hardware, wireless devices, RF tags, digital cameras, robots, large displays and multiprocessors are just a few of the hardware devices undergraduates often use in their projects. Opportunities for exploring modern software development techniques and specialized software systems further enrich the range of research options and help undergraduates sharpen their design and programming skills.

## Advanced Placement/Proficiency

Students receiving a 4 or 5 on the AP Computer Science A exam are awarded credit for CSE 131 Computer Science I. Any student can take the CSE 131 proficiency exam, and a suitable score will waive CSE 131 as a requirement.

Upon request, the computer science department will evaluate a student for proficiency for any of our introductory courses. If a student is determined to be proficient in a given course, that course will be waived (without awarding credit) in the student's degree requirements, and the student will be offered guidance in selecting a more advanced course. Questions should be directed to the associate chair ([associatechair@cse.wustl.edu](mailto:associatechair@cse.wustl.edu)).

**Phone:** 314-935-6160  
**Website:** <https://cse.wustl.edu/undergraduate/programs>

## Faculty

### Chair

**Roch Guérin** (<https://engineering.wustl.edu/Profiles/Pages/Roch-Gu%C3%A9rin.aspx>)  
Harold B. and Adelaide G. Welge Professor of Computer Science  
PhD, California Institute of Technology  
Computer networks and communication systems

### Professors

**Aaron Bobick** (<https://engineering.wustl.edu/Profiles/Pages/Aaron-Bobick.aspx>)  
James M. McKelvey Professor and Dean  
PhD, Massachusetts Institute of Technology  
Computer vision, graphics, human-robot collaboration

**Michael R. Brent** (<https://engineering.wustl.edu/Profiles/Pages/Michael-Brent.aspx>)  
Henry Edwin Sever Professor of Engineering  
PhD, Massachusetts Institute of Technology  
Systems biology, computational and experimental genomics, mathematical modeling, algorithms for computational biology, bioinformatics

**Jeremy Buhler** (<https://engineering.wustl.edu/Profiles/Pages/Jeremy-Buhler.aspx>)  
PhD, Washington University  
Computational biology, genomics, algorithms for comparing and annotating large biosequences

**Roger D. Chamberlain** (<https://engineering.wustl.edu/Profiles/Pages/Roger-Chamberlain.aspx>)  
DSc, Washington University  
Computer engineering, parallel computation, computer architecture, multiprocessor systems

**Yixin Chen** (<https://engineering.wustl.edu/Profiles/Pages/Yixin-Chen.aspx>)  
PhD, University of Illinois at Urbana-Champaign  
Mathematical optimization, artificial intelligence, planning and scheduling, data mining, learning data warehousing, operations research, data security

**Patrick Crowley** (<https://engineering.wustl.edu/Profiles/Pages/Patrick-Crowley.aspx>)  
PhD, University of Washington  
Computer and network systems, network security

**Ron K. Cytron** (<https://engineering.wustl.edu/Profiles/Pages/Ron-Cytron.aspx>)  
PhD, University of Illinois at Urbana-Champaign  
Programming languages, middleware, real-time systems

**Christopher D. Gill** (<https://engineering.wustl.edu/Profiles/Pages/Christopher-Gill.aspx>)  
DSc, Washington University  
Distributed real-time embedded systems, middleware, formal models and analysis of concurrency and timing

**Raj Jain** (<https://engineering.wustl.edu/Profiles/Pages/Raj-Jain.aspx>)  
PhD, Harvard University  
Wireless networks, network security, next generation internet, sensor networks, telecommunications networks, performance analysis, traffic management, quality of service

**Tao Ju** (<https://engineering.wustl.edu/Profiles/Pages/Tao-Ju.aspx>)  
PhD, Rice University  
Computer graphics, visualization, mesh processing, medical imaging and modeling

**Chenyang Lu** (<https://engineering.wustl.edu/Profiles/Pages/Chenyang-Lu.aspx>)  
Fullgraf Professor in the Department of Computer Science & Engineering  
PhD, University of Virginia  
Real-time and embedded systems, wireless sensor networks, mobile computing

**Weixiong Zhang** (<https://engineering.wustl.edu/Profiles/Pages/Weixiong-Zhang.aspx>)  
PhD, University of California, Los Angeles  
Computational biology, genomics, machine learning and data mining, and combinatorial optimization

### Associate Professors

**Kunal Agrawal** (<https://engineering.wustl.edu/Profiles/Pages/Kunal-Agrawal.aspx>)  
PhD, Massachusetts Institute of Technology  
Parallel computing, cyber-physical systems & sensing, theoretical computer science

**Sanmay Das** (<https://engineering.wustl.edu/Profiles/Pages/Sanmay-Das.aspx>)  
PhD, Massachusetts Institute of Technology  
Design of algorithms for complex environments, computational social science, machine learning

**Caitlin Kelleher** (<https://engineering.wustl.edu/Profiles/Pages/Caitlin-Kelleher.aspx>)  
Hugo F. & Ina Champ Urbauer Career Development Associate Professor  
PhD, Carnegie Mellon University  
Human-computer interaction, programming environments, and learning environments

**William D. Richard** (<https://engineering.wustl.edu/Profiles/Pages/William-Richard.aspx>)  
PhD, University of Missouri-Rolla  
Ultrasonic imaging, medical instrumentation, computer engineering

## Assistant Professors

**Roman Garnett** (<https://engineering.wustl.edu/Profiles/Pages/Roman-Garnett.aspx>)  
PhD, University of Oxford  
Active learning (especially with atypical objectives), Bayesian optimization, and Bayesian nonparametric analysis

**Brendan Juba** (<https://engineering.wustl.edu/Profiles/Pages/Brendan-Juba.aspx>)  
PhD, Massachusetts Institute of Technology  
Theoretical approaches to artificial intelligence founded on computational complexity theory and theoretical computer science more broadly construed

**Angelina Lee** (<https://engineering.wustl.edu/Profiles/Pages/I-Ting-Angelina-Lee.aspx>)  
PhD, Massachusetts Institute of Technology  
Designing linguistics for parallel programming, developing runtime system support for multithreaded software, and building novel mechanisms in operating systems and hardware to efficiently support parallel abstractions

**Benjamin Moseley** (<https://engineering.wustl.edu/Profiles/Pages/Ben-Moseley.aspx>)  
PhD, University of Illinois at Urbana-Champaign  
Design and analysis of algorithms, online and approximation algorithms, parallel computing, large data analysis, green computing and algorithmic applications

**Alvitta Ottley** (<https://cse.wustl.edu/faculty/Pages/faculty.aspx?bio=109>)  
PhD, Tufts University  
Designing personalized and adaptive visualization systems, including information visualization, human-computer interaction, visual analytics, individual differences, personality, user modeling and adaptive interfaces

## Professor of the Practice

**Dennis Cosgrove**  
BS, University of Virginia  
Programming environments and parallel programming

## Lecturers

**Ruth Miller** (<https://cse.wustl.edu/faculty/Pages/Ruth-Miller.aspx>)  
PhD, University of Houston  
Data mining, database, bioinformatics

**Marion Neumann** (<https://cse.wustl.edu/faculty/Pages/Marion-Neumann.aspx>)  
PhD, University of Bonn, Germany  
Machine learning with graphs; solving problems in agriculture and robotics

**Jonathan Shidal** (<https://cse.wustl.edu/faculty/Pages/Jon-Shidal.aspx>)  
PhD, Washington University  
Computer architecture and memory management

**Douglas Shook** (<https://cse.wustl.edu/faculty/Pages/Doug-Shook.aspx>)  
MS, Washington University  
Imaging sensor design, compiler design and optimization

**William Siever** (<https://cse.wustl.edu/faculty/Pages/Bill-Siever.aspx>)  
Principal Lecturer  
PhD, Missouri University of Science and Technology

**Todd Sproull** (<https://cse.wustl.edu/faculty/Pages/Todd-Sproull.aspx>)  
PhD, Washington University  
Computer networking and mobile application development

## Senior Professors

**Jerome R. Cox Jr.**  
ScD, Massachusetts Institute of Technology  
Computer system design, computer networking, biomedical computing

**Mark A. Franklin**  
Hugo F. and Ina Champ Urbauer Professor of Engineering  
PhD, Carnegie Mellon University  
Computer architecture, systems analysis and parallel processing, storage systems design

**Jonathan S. Turner**  
PhD, Northwestern University  
Design and analysis of internet routers and switching systems, networking and communications, algorithms

## Professors Emeriti

### Takayuki D. Kimura

PhD, University of Pennsylvania  
Communication and computation, visual programming

### Seymour V. Pollack

MS, Brooklyn Polytechnic Institute  
Intellectual property, information systems

## Majors

Please refer to the following sections for information about the **Bachelor of Science in Computer Science** (p. 959), the **Bachelor of Science in Computer Engineering** (p. 959), and the **second major in computer science** (p. 960).

## Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science (BSCS) is designed for students planning a career in computing. Students working toward a BSCS degree must meet all requirements for an applied science degree (p. 1033) from the School of Engineering & Applied Science. In addition, there are the following departmental course requirements:

- **Computer Science Core Requirements**

| Code        | Title   | Units |
|-------------|---|-------|
| CSE 131     | Computer Science I                              | 3     |
| CSE 132     | Computer Science II                             | 3     |
| CSE 240     | Logic and Discrete Mathematics                  | 3     |
| or Math 310 | Foundations for Higher Mathematics              |       |
| CSE 247     | Data Structures and Algorithms                  | 3     |
| CSE 332S    | Object-Oriented Software Development Laboratory | 3     |
| CSE 347     | Analysis of Algorithms                          | 3     |
| Total Units |   | 18    |

Each of these core courses must be passed with a grade of C- or better.

- **Computer Science Technical Elective Requirements:**

At least 24 additional units in computer science or computer science-related courses with an S, M, T or A suffix of which at least one must be a systems (S) course and at least one must be a machine (M) or application (A) course. Students may use up to 6 units of approved independent work (CSE 400E, CSE 497-CSE 499) as part of their computer science electives. Such independent work can be classified as S, M, T or A with approval.

There are several technical elective course sequences (<https://cse.wustl.edu/undergraduate/programs/Pages/bs-in-computer-science.aspx>) described on the department

webpage that are recommended for students whose interests are in particular areas of computing.

- **Math Requirements:**

| Code                 | Title   | Units |
|----------------------|---|-------|
| Math 131             | Calculus I  | 3     |
| Math 132             | Calculus II   | 3     |
| Math 233             | Calculus III  | 3     |
| Math 309             | Matrix Algebra  | 3     |
| or ESE 318           | Engineering Mathematics A                               |       |
| ESE 326              | Probability and Statistics for Engineering              | 3     |
| or Math 3200         | Elementary to Intermediate Statistics and Data Analysis |       |
| or QBA 120 & QBA 121 | Managerial Statistics I and Managerial Statistics II    |       |
| or Psych 300         | Introduction to Psychological Statistics                |       |
| Total Units          |   | 15    |

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the math department's back credit policy ([http://college.artsci.wustl.edu/policies/placement\\_credit/backcredit](http://college.artsci.wustl.edu/policies/placement_credit/backcredit)).

- **Additional Departmental Requirements:**

| Code                                     | Title             | Units |
|--|-------------------|-------|
| CWP 100                                  | College Writing 1 | 3     |
| Engr 310                                 | Technical Writing | 3     |
| Natural Sciences electives               |                   | 8     |
| Humanities and Social Sciences electives |                   | 18    |

The College Writing and Humanities and Social Sciences requirements are those required of all students in the School of Engineering & Applied Science. The Natural Sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies, or Physics. The College Writing and Natural Sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

## Bachelor of Science in Computer Engineering

Computer Engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer

engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors (ranging from servers to mobile devices to the Internet of Things (IoT)).

Students working toward a BSCoE degree must meet all requirements for an engineering degree (p. 1033) from the School of Engineering & Applied Science. Required courses and technical electives cannot be taken on a pass/fail basis:

• **Common Studies Program Requirements:**

Computer engineering students must meet the common studies program requirements, which are required of all students pursuing an engineering degree. These requirements, as they pertain to BSCoE students specifically, are described below:

| Code                                     | Title                             | Units |
|--|-----------------------------------|-------|
| Math 131                                 | Calculus I                        | 3     |
| Math 132                                 | Calculus II                       | 3     |
| Math 217                                 | Differential Equations            | 3     |
| Math 233                                 | Calculus III                      | 3     |
| Physics 117A<br>or Physics 197           | General Physics I<br>Physics I    | 4     |
| Physics 118A<br>or Physics 198           | General Physics II<br>Physics II  | 4     |
| Natural Sciences elective                |                                   | 3     |
| CWP 100                                  | College Writing 1 (unless waived) | 3     |
| Engr 310                                 | Technical Writing                 | 3     |
| Humanities and social sciences electives |                                   | 18    |
| Total Units                              |                                   | 47    |

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the math department's back credit policy ([http://college.artsci.wustl.edu/policies/placement\\_credit/backcredit](http://college.artsci.wustl.edu/policies/placement_credit/backcredit)).

The Natural Sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies, or Physics. These courses must be completed with a grade of C- or better.

The College Writing and Humanities and Social Sciences requirements are those required of all students in the School of Engineering & Applied Science.

• **Computer Engineering Core Requirements:**

The following courses are required of all computer engineering students:

| Code    | Title              | Units |
|---------|--------------------|-------|
| CSE 131 | Computer Science I | 3     |

|  |   |       |
|--|---|-------|
| CSE 132  | Computer Science II   | 3     |
| ESE 230  | Introduction to Electrical and Electronic Circuits  | 4     |
| ESE 232  | Introduction to Electronic Circuits   | 3     |
| CSE 240<br>or Math 310   | Logic and Discrete Mathematics<br>Foundations for Higher Mathematics  | 3     |
| CSE 247  | Data Structures and Algorithms  | 3     |
| CSE 260M   | Introduction to Digital Logic and Computer Design   | 3     |
| ESE 326<br>or Math 3200<br>or QBA 120<br>& QBA 121<br>or Psych 300 | Probability and Statistics for Engineering<br>Elementary to Intermediate Statistics and Data Analysis<br>Managerial Statistics I and Managerial Statistics II<br>Introduction to Psychological Statistics | 3-6   |
| CSE 361S   | Introduction to Systems Software  | 3     |
| CSE 362M   | Computer Architecture   | 3     |
| CSE 422S   | Operating Systems Organization  | 3     |
| CSE 462M<br>or CSE 465M  | Computer Systems Design<br>Digital Systems Laboratory   | 3     |
| Total Units  |   | 37-40 |

Each of these core courses must be passed with a grade of C- or better.

• **Computer Engineering Focus Area:**

At least 18 units of technical electives, drawn from either of the following:

- CSE courses with suffix S, M, T or A,
- ESE courses at the 300-level or higher.

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of Independent Study (CSE 400E, CSE 497-CSE 499, ESE 400, ESE 497) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

## The Second Major in Computer Science

The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major also is well suited for students planning careers in medicine, law, business, architecture and fine arts. The requirements are as follows. There are no additional distribution or unit requirements for the second major.

• **Computer Science Core Requirements:**

| Code        | Title   | Units |
|-------------|---|-------|
| CSE 131     | Computer Science I                              | 3     |
| CSE 132     | Computer Science II                             | 3     |
| CSE 240     | Logic and Discrete Mathematics                  | 3     |
| or Math 310 | Foundations for Higher Mathematics              |       |
| CSE 247     | Data Structures and Algorithms                  | 3     |
| CSE 332S    | Object-Oriented Software Development Laboratory | 3     |
| CSE 347     | Analysis of Algorithms                          | 3     |
| Total Units |   | 18    |

Each of these core courses must be passed with a grade of C- or better.

• **Computer Science Electives:**

At least 24 units of computer science electives, selected from any CSE courses with an S, M, T or A suffix.

• **Math Requirement:**

Calculus (Math 131) and Probability (ESE 326 or Math 3200, or the sequence QBA 120-QBA 121).

## Minors

Please refer to the following sections for information about the **minor in computer science** (p. 961) and the **minor in bioinformatics** (p. 961).

## The Minor in Computer Science

If a student's goal is a basic foundation in computer science for application to another field, but they are not planning a career as a practicing computer scientist, the minor in computer science is a good choice. The minor consists of five CSE courses, including two core courses and three electives. The core courses provide an introduction to computer science concepts and problem-solving techniques. The electives offer flexibility to integrate computer science studies with a major area. Students select the courses that are most important to them, whether their interests are in fine arts, linguistics, psychology, philosophy, law, business, medicine, the natural sciences or anything else.

**Units required:** 15

**Required courses:**

| Code        | Title                          | Units |
|-------------|--------------------------------|-------|
| CSE 131     | Computer Science I             | 3     |
| CSE 247     | Data Structures and Algorithms | 3     |
| Total Units |                                | 6     |

**Elective courses:**

Any three additional CSE courses selected from CSE 132 Computer Science II, CSE 240 Logic and Discrete Mathematics,

CSE 347 Analysis of Algorithms, or any CSE course with a T, S, M or A suffix.

## Additional Information

All courses used for the computer science minor must be taken for a grade, and the student must earn a C- or better. Should the student decide to go further in the field, all courses in the computer science minor can be used toward a second major in computer science or a degree in computer science or computer engineering.

## The Minor in Bioinformatics

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and Department of Computer Science & Engineering have fashioned the minor in bioinformatics that serves students from both departments as well as other students from the natural sciences and engineering with an interest in this field.

**Units required:** 23-24 units as described below

**Core courses:**

| Code         | Title   | Units |
|--------------|---|-------|
| Biol 2960    | Principles of Biology I                                 | 4     |
| Biol 2970    | Principles of Biology II                                | 4     |
| CSE 131      | Computer Science I                                      | 3     |
| CSE 247      | Data Structures and Algorithms                          | 3     |
| Math 2200    | Elementary Probability and Statistics                   | 3     |
| or Math 3200 | Elementary to Intermediate Statistics and Data Analysis |       |
| or ESE 326   | Probability and Statistics for Engineering              |       |
| Total Units  |   | 17    |

**Advanced biology elective:** Choose one of:

| Code      | Title   | Units |
|-----------|---|-------|
| Biol 3492 | Laboratory Experiments with Eukaryotic Microbes | 3     |
| Biol 4181 | Population Genetics                             | 3     |
| Biol 4342 | Research Explorations in Genomics               | 4     |
| Biol 437  | Laboratory on DNA Manipulation                  | 4     |

**CSE elective:** Choose one of:

| Code         | Title                                 | Units |
|--------------|---------------------------------------|-------|
| CSE 514A     | Data Mining                           | 3     |
| CSE 584A     | Algorithms for Biosequence Comparison | 3     |
| or Biol 5504 | Algorithms for Biosequence Comparison |       |
| CSE 587A     | Algorithms for Computational Biology  | 3     |

## Additional Information

It is anticipated that for those students majoring in biology or CSE, some portion of the introductory sequence will overlap with courses required for the major, and these courses will be applicable to both the major and the minor. Upper-level courses in Biology and CSE used to fulfill the minor may not be used to fulfill another major or minor in Arts & Sciences. A minimum grade of C- is required for all courses to count toward the minor.

## Courses

Visit online course listings to view semester offerings for E81 CSE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E81&crslvl=1:5>).

Prerequisites are advisory in our course listings, but students are cautioned against taking a course without the necessary background. Note that if one course mentions another as its prerequisite, the prerequisites of the latter course are implied to be prerequisites of the former course as well. Students in doubt of possessing the necessary background for a course should correspond with the course's instructor.

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### E81 CSE 104 Web Development

This comprehensive course does not assume prior programming background or web design experience. Explores elementary principles that go into designing, creating and publishing an effective website. Topics include the production process, design metaphors, interface/information design, page layout concepts, graphics preparation, color theory, development tools, HTML, style sheets, basic scripting techniques, search engine optimization and site maintenance/marketing strategies. Credit 3 units. EN: TU

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### E81 CSE 131 Computer Science I

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation and object-oriented programming. Recursion, iteration and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning and organization promote success. This course assumes no prior experience with programming. Credit 3 units. BU: SCI EN: TU

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### E81 CSE 131R Seminar: Computer Science I

A seminar and discussion session that complements the material studied in CSE 131. Provides background and breadth for the disciplines of computer science and computer engineering. Features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering. Pass/Fail only.

Credit 1 unit.

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### E81 CSE 132 Computer Science II

CSE 132 introduces students to fundamental concepts in the basic operation of computers, ranging from desktops and servers to microcontrollers and handheld devices. Subjects include digital and analog input/output, sensing the physical world, information representation, basic computer architecture and machine language, time-critical computation, machine-to-machine communication and protocol design. Students will use both desktop systems and handheld microcontrollers for laboratory experiments. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisite: CSE 131. Credit 3 units. EN: TU

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### E81 CSE 141 The Digital Society

Our modern digital society is both exciting and challenging. As the effectiveness of computing advances, and digital technologies like the internet and algorithmic decision-making affect and penetrate more and more aspects of our lives, we face extraordinary opportunities and equally extraordinary challenges. Computer driven automation increases our quality of life but eradicates our jobs! The internet and smartphones keep us connected but subject us to growing corporate, government and criminal surveillance! In this course, co-taught by professors from the Schools of Engineering and Law, we will examine the fundamental technical underpinnings of digital society and its consequences. We will discuss "Welcome to the Future," "The Future of Jobs," and "The Future of Humans." All aspects of life are evolving rapidly in our digital society, and we will draw on expert and engaging guest speakers from all seven schools of Washington University and intellectual leaders from beyond our campus to share their perspectives and insights. This course will help students to perceive the modern world in new ways in order to better understand how technological shifts are changing and challenging notions of individual and collective prosperity. Our goal is to give students both the technical understanding of how our new technologies work and the critical skills to evaluate them for themselves as citizens and leaders of our new digital society. Same as 150 InterD 141. Credit 3 units.

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### E81 CSE 222S Internet of Things

For a very long time, the Things in our world have lived relatively lonely and single-purposed lives. With the advent of the Internet of Things, we can address, control, and interconnect these formerly isolated devices to create new and interesting applications. In this course we study Bluetooth Low Energy, one of the fundamental networking technologies behind Internet-of-Things devices, and Accessories, which include smart watches, health monitors, toys and appliances. In addition to learning about the Bluetooth Low Energy protocol and network stack, students gain hands-on experience developing multi-platform solutions that control and communicate with Things using an accompanying app on a mobile device. Students apply their knowledge and skill to develop a project of their choosing using topics from the course. Prerequisite: CSE 132. Credit 3 units. EN: TU

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**E81 CSE 231S Introduction to Parallel and Concurrent Programming**

This course explores concepts, techniques, and design approaches for parallel and concurrent programming. We study how to write programs that make use of multiple processors for responsiveness and that share resources reliably and fairly. Parallel programming concepts include task-level, functional, and loop-level parallelism. Concurrent programming concepts include threads, synchronization and locks. We cover how to adapt algorithms to achieve determinism and avoid data races and deadlock. Concepts and skills are acquired through the design and implementation of software projects. Collaboration skills are developed through work performed in small teams. Prerequisite: CSE 131 or equivalent.

Credit 3 units. EN: TU

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**E81 CSE 232 Programming Skills Workshop**

This course provides an overview of practical implementation skills. Topics include compilation and linking, memory management, pointers and references, using code libraries, testing and debugging. Prerequisites: CSE 132.

Credit 1 unit.

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**E81 CSE 240 Logic and Discrete Mathematics**

Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, proof techniques, probability and computational models are covered. Topics typically include propositional and predicate logic; sets, relations, functions and graphs; proof by contradiction, induction and reduction; finite state machines and regular languages; and introduction to discrete probability, expected value and variance. Prerequisite: CSE 131.

Credit 3 units. EN: TU

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**E81 CSE 247 Data Structures and Algorithms**

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Prerequisite: CSE 240.

Credit 3 units. EN: TU

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**E81 CSE 260M Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisites: CSE 131.

Credit 3 units. EN: TU

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**E81 CSE 316A Social Network Analysis**

This course looks at social networks and markets through the eyes of a computer scientist. We will look at questions including, "Why are acquaintances rather than friends more likely to get us job opportunities?" and, "Why do the rich get richer?" We begin by studying graph theory (allowing us to study the structure) and game theory (allowing us to study the interactions) of social networks and market behavior at the introductory level. Among other topics, we will study auctions, epidemics, and the structure of the internet (including web searches). This course examines the intersection of computer science, economics, sociology, and applied mathematics. Prerequisites: CSE 247 and ESE 326.

Credit 3 units. EN: TU

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**E81 CSE 330S Rapid Prototype Development and Creative Programming**

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a website from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ the AngularJS web framework, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: After a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131.

Credit 3 units. EN: TU

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**E81 CSE 332S Object-Oriented Software Development Laboratory**

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 247.

Credit 3 units. EN: TU

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**E81 CSE 341T Parallel and Sequential Algorithms**

The course aims to teach how to design, analyze and implement parallel algorithms. The emphasis is on teaching fundamental principles and design techniques that easily transfer over to parallel programming. These techniques include divide and conquer, contraction, the greedy method, etc. Prerequisite: CSE 247.

Credit 3 units. EN: TU

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**E81 CSE 347 Analysis of Algorithms**

Introduces techniques for the mathematical analysis of algorithms, including randomized algorithms and non-worst-case analyses such as amortized and competitive analysis. Introduces the standard paradigms of divide-and-conquer, greedy, and dynamic programming algorithms, as well as reductions. Also provides an introduction to the study of intractability and techniques to determine when good algorithms cannot be designed. Prerequisite: CSE 247.

Credit 3 units. EN: TU

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**E81 CSE 361S Introduction to Systems Software**

Introduction to the hardware and software foundations of computer processing systems. This course provides a programmer's perspective of how computer systems execute programs and store information. The course material aims to enable students to become more effective programmers, especially in dealing with issues of performance, portability and robustness. It also serves as a foundation for other system courses, such as compilers, networks, and operating systems, where a deeper understanding of systems-level issues is required. Topics covered include: machine-level code and its generation by optimizing compilers, performance evaluation and optimization, computer arithmetic, memory organization and management, and supporting concurrent computation. Prerequisites: CSE 132.

Credit 3 units. EN: TU

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**E81 CSE 362M Computer Architecture**

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: processor architecture, instruction set architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.

Credit 3 units. EN: TU

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**E81 CSE 365S Elements of Computing Systems**

All computers are made up of 0s and 1s. However, the conceptual gap between the 0s and 1s and the day-to-day operation of modern computers is enormously wide. This fast-paced course aims to bridge the divide by starting with simple logic gates and building up the levels of abstraction until one can create games like Tetris. There is no specific programming language requirement, but some experience with programming is needed. Prerequisite: CSE 247.

Credit 3 units. EN: TU

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**E81 CSE 400 Independent Study**

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. This course carries university credit, but does not count toward a CSE major or minor. To arrange for CSE major or minor credit for independent study, a student must enroll in CSE 400E instead of CSE 400. Consult also: CSE 400E.

Credit variable, maximum 6 units.

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**E81 CSE 400E Independent Study**

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Credit earned for CSE 400E can be counted toward a student's major or minor program, with the consent of the student's adviser. Consult also: CSE 400.

Credit variable, maximum 6 units.

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**E81 CSE 417T Introduction to Machine Learning**

The field of machine learning is concerned with the question of how to construct computer programs that automatically improve with experience. This course is a broad introduction to machine

learning, covering the foundations of supervised learning and important supervised learning algorithms. Topics to be covered are the theory of generalization (including VC-dimension, the bias-variance trade-off, validation and regularization) and linear and nonlinear learning models (including linear and logistic regression, decision trees, ensemble methods, neural networks, nearest-neighbor methods, and support vector machines). Prerequisites: CSE 347 (can be taken concurrently), ESE 326 (or Math 3200), Math 233, and Math 309 (can be taken concurrently).

Credit 3 units.

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**E81 CSE 422S Operating Systems Organization**

Exploration of operating systems as managers of shared resources. Students study algorithms and data structures that support essential operating systems services. Concepts are reinforced through programming exercises and comparative studies. Topics include: proportional sharing and real-time scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, concurrent programming, and file system organization. Prerequisite: CSE 361S.

Credit 3 units. EN: TU

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**E81 CSE 425S Programming Systems and Languages**

A systematic study of the principles, concepts and mechanisms of computer programming languages: their syntax, semantics and pragmatics; the processing and interpretation of computer programs; programming paradigms; and language design. Illustrative examples are selected from a variety of programming language paradigms. Prerequisites: CSE 332S.

Credit 3 units. EN: TU

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**E81 CSE 427S Cloud Computing with Big Data Applications**

This course provides a comprehensive introduction to applied parallel computing using the MapReduce programming model facilitating large-scale data management and processing. There will be an emphasis on hands-on experience working with the Hadoop architecture, an open-source software framework written in Java for distributed storage and processing of very large data sets on computer clusters. Further, we will make use of related big data technologies from the Hadoop ecosystem of tools, such as Hive, Impala, and Pig in developing analytics and solving problems faced by enterprises today. Prerequisites: CSE 247, CSE 131 (or solid background in programming with Java), CSE 247, and CSE 330.

Credit 3 units. EN: TU

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**E81 CSE 431S Translation of Computer Languages**

The theory of language recognition and translation is introduced in support of compiler construction for modern programming languages. Topics include syntactic and semantic analysis, symbol table management, code generation, and runtime libraries. A variety of parsing methods is covered, including top-down and bottom-up. Machine problems culminate in the course project, for which students construct a working compiler. Prerequisites: CSE 240 and CSE 247.

Credit 3 units. EN: TU

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**E81 CSE 432S Pattern-Oriented Software Design and Development**

Intensive focus on design and implementation of software using design patterns. Particular emphasis on successive refinement

based on identification of unresolved design forces at each step of the design process, and on application of patterns to guide design refinement. Design implementations are conducted in Java and C++ in a team setting, with weekly presentations and critiques of design and implementation decisions and outcomes throughout the course. Prerequisites: CSE 332S or graduate standing, and proficiency in Java and C++ software development.

Credit 3 units. EN: TU

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### **E81 CSE 437S Software Engineering Workshop**

An introduction and exploration of concepts and issues related to large-scale software systems development. Areas of exploration include technical complexities, organization issues, and communication techniques for large-scale development. Students participate through teams emulating industrial development. The projects cover the principal system development life-cycle phases from requirements analysis, to software design, and to final implementation. Issues relating to real-time control systems, human factors, reliability, performance, operating costs, maintainability and others are addressed and resolved in a reasonable manner. Prerequisite: junior or senior standing.

Credit 3 units. EN: TU

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### **E81 CSE 438S Mobile Application Development**

Learn how to create iOS apps in the Swift programming language. This course covers a variety of topics in the development of modern mobile applications, with a focus on hands-on projects. Students will create multiple fully-functional apps from scratch. The course emphasizes object-oriented design patterns and real-world development techniques. Time is provided at the end of the course for students to work on a project of their own interest. Prerequisites: CSE 247.

Credit 3 units. EN: TU

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### **E81 CSE 450A Video Game Programming**

This course teaches the core aspects of a video game developer's toolkit. Students work in groups and with a large game software engine to create and playtest a full-featured video game. Students will explore topics around the design of games through analysis of current games. Students have the opportunity to explore additional topics including graphics, artificial intelligence, networking, physics, and user interface design through their game project. Prerequisite: CSE 3xxS or 4xxS.

Credit 3 units. EN: TU

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### **E81 CSE 452A Computer Graphics**

Introduction to computer graphics. The course covers fundamental concepts, data structures and algorithms related to the construction, display and manipulation of three-dimensional objects. Topics include scan-conversion, basic image processing, transformations, scene graphs, camera projections, local and global rendering, fractals, and parametric curves and surfaces. Students develop interactive graphics programs using C++ language. Prerequisites: CSE 332S and Math 309.

Credit 3 units. EN: TU

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### **E81 CSE 460T Switching Theory**

Advanced topics in switching theory as employed in the synthesis, analysis and design of information processing

systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M.

Credit 3 units. EN: TU

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### **E81 CSE 462M Computer Systems Design**

Introduction to modern design practices, including the use of FPGA design methodologies. Students use a commercial CAE/CAD system for VHDL-based design and simulation while designing a selected computation system. Prerequisites: CSE 361S and CSE 362M.

Credit 3 units. EN: TU

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### **E81 CSE 465M Digital Systems Laboratory**

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: CSE 260M and CSE 361S.

Same as E35 ESE 465

Credit 3 units. EN: TU

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### **E81 CSE 467S Embedded Computing Systems**

Introduces the issues, challenges and methods for designing embedded computing systems — systems designed to serve a particular application, which incorporate the use of digital processing devices. Examples of embedded systems include PDAs, cellular phones, appliances, game consoles, automobiles and iPod. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy and I/O. Software issues include languages, run-time environments and program analysis. System-level topics include real-time operating systems, scheduling, power management and wireless sensor networks. Students perform a course project on a real wireless sensor network testbed. Prerequisite: CSE 361S.

Credit 3 units. EN: TU

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### **E81 CSE 473S Introduction to Computer Networks**

A broad overview of computer networking. Topics include history, protocols, Hyper Text Transfer Protocol (HTTP), File Transfer Protocol (FTP), Simple Mail Transfer Protocol (SMTP), Domain Name System (DNS), peer-to-peer (P2P), transport layer design issues, transport layer protocols, Transmission Control Protocol (TCP), User Datagram Protocol (UDP), TCP congestion control, network layer, Internet Protocol version 4 (IPv4), Internet Control Message Protocol (ICMP), Internet Protocol version 6 (IPv6), routing algorithms, routing protocols, Open Shortest Path First (OSPF), Routing Information Protocol (RIP), Border Gateway Protocol (BGP), datalink layer and local area networks carrier sense multiple access with collision detection (CSMA/CD), Ethernet, virtual local area networks (VLANs), Point-to-Point Protocol (PPP), Multi-Protocol Label Switching, wireless and mobile networks, multimedia networking, security in computer networks, cryptography, and network management. Prerequisites: CSE 132 and 247.

Credit 3 units. EN: TU

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**E81 CSE 483M Introduction to Electronic Instrumentation Design**

This course covers the principles underlying the design of electronic instrumentation systems. As a case study we will design and analyze a complete instrumentation amplifier integrated circuit and discuss topics related to signal conditioning, amplification, filtering, biasing, data conversion, interface design, mixed-signal layout and mixed-signal simulation. Students are expected to work with state-of-the-art circuit simulation and layout tools for their homework and project assignments. Prerequisites: CSE 260 and ESE 232. Credit 3 units. EN: TU

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**E81 CSE 497 Senior Project I**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

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**E81 CSE 498 Senior Project II**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

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**E81 CSE 499 Undergraduate Honors Thesis**

Working closely with a faculty member, the student investigates an original idea (algorithm, model technique, etc.), including a study of its possible implications, its potential application and its relationship to previous related work reported in the literature. Contributions and results from this investigation are synthesized and compiled into a publication-quality research paper presenting the new idea. Prerequisites: a strong academic record and permission of instructor. Credit 3 units.

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**E81 CSE 500 Independent Study**

Credit variable, maximum 3 units.

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**E81 CSE 501N Programming Concepts and Practice**

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data

structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization will promote success. This course assumes no prior experience with programming. Same as E81 CSE 131  
Credit 3 units. BU: SCI EN: TU

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**E81 CSE 502N Fundamentals of Computer Science**

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Prerequisite: CSE 240.  
Same as E81 CSE 247  
Credit 3 units. EN: TU

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**E81 CSE 503S Rapid Prototype Development and Creative Programming**

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a website from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ the AngularJS web framework, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: After a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131.  
Same as E81 CSE 330S  
Credit 3 units. EN: TU

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**E81 CSE 504N Object-Oriented Software Development Laboratory**

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 247.  
Same as E81 CSE 332S  
Credit 3 units. EN: TU

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**E81 CSE 505N Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture,

hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisite: CSE 131. Same as E81 CSE 260M  
Credit 3 units. EN: TU

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**E81 CSE 506M Principle and Methods of Micro- and Nanofabrication**

A hands-on introduction to the fundamentals of micro- and nanofabrication processes with emphasis on cleanroom practices. The physical principles of oxidation, optical lithography, thin film deposition, etching and metrology methods will be discussed, demonstrated and practiced. Students will be trained in cleanroom concepts and safety protocols. Sequential microfabrication processes involved in the manufacture of microelectronic and photonic devices will be shown. Training in imaging and characterization of micro- and nanostructures will be provided. Prerequisites: graduate or senior standing or permission of the instructor.  
Same as E37 MEMS 5611  
Credit 3 units. EN: TU

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**E81 CSE 507A Technology Entrepreneurship**

This is a course for students who plan to be, or work with, entrepreneurs. An entrepreneurial mindset is needed to create or grow economically viable enterprises, be they new companies, new groups within companies, or new university laboratories. This course aims to cultivate an entrepreneurial perspective with particular emphasis on information technology-related activities. The course is jointly offered for business and CSE students, allowing for acculturation between these disciplines. In addition to an introductory treatment of business and technology fundamentals, course topics include: business ethics, opportunity assessment, team formation, financing, intellectual property and university technology transfer. The course features significant participant and guest instruction from experienced practitioners.  
Prerequisites: none.  
Credit 3 units.

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**E81 CSE 511A Introduction to Artificial Intelligence**

The discipline of artificial intelligence (AI) is concerned with building systems that think and act like humans or rationally on some absolute scale. This course is an introduction to the field, with special emphasis on sound modern methods. The topics include knowledge representation, problem solving via search, game playing, logical and probabilistic reasoning, planning, dynamic programming, and reinforcement learning. Programming exercises concretize the key methods. The course targets graduate students and advanced undergraduates. Evaluation is based on written and programming assignments, a midterm exam and a final exam. Prerequisites: CSE 347, ESE 326, Math 233.  
Credit 3 units.

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**E81 CSE 513T Theory of Artificial Intelligence and Machine Learning**

Mathematical foundations for Artificial Intelligence and Machine Learning. An introduction to the PAC-Semantics ("Probably Approximately Correct") as a common semantics for knowledge obtained from learning and declarative sources, and the computational problems underlying the acquisition and processing of such knowledge. We emphasize the design and analysis of efficient algorithms for these problems, and examine

for which representations these problems are known or believed to be tractable. Prerequisite: CSE 347.  
Credit 3 units. EN: TU

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**E81 CSE 514A Data Mining**

With the vast advancement in science and technology, data acquisition in large quantities are routinely done in many fields. Examples of large data include various types of data on the internet, high-throughput sequencing data in biology and medicine, extraterrestrial data from telescopes in astronomy, and images from surveillance cameras in security. Mining a large amount of data through data mining has become an effective means to extracting knowledge from data. This course introduces the basic concepts and methods for data mining and provides hands-on experience for processing, analyzing and modeling structured and unstructured data. Homework problems, exams and programming assignments will be administered throughout the course to enhance learning. Prerequisites: CSE 247 and ESE 326 (or Math 320) or their equivalent, or permission of the instructor.  
Credit 3 units. EN: TU

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**E81 CSE 515T Bayesian Methods in Machine Learning**

This course will cover machine learning from a Bayesian probabilistic perspective. Bayesian probability allows us to model and reason about all types of uncertainty. The result is a powerful, consistent framework for approaching many problems that arise in machine learning, including parameter estimation, model comparison, and decision making. We will begin with a high-level introduction to Bayesian inference, then proceed to cover more-advanced topics. These will include inference techniques (exact, MAP, sampling methods, the Laplace approximation, etc.), Bayesian decision theory, Bayesian model comparison, Bayesian nonparametrics, and Bayesian optimization. Prerequisites: CSE 417T, ESE 326.  
Credit 3 units. EN: TU

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**E81 CSE 516A Multi-Agent Systems**

This course introduces the fundamental techniques and concepts needed to study multi-agent systems, in which multiple autonomous entities with different information sets and goals interact. We will study algorithmic, mathematical, and game-theoretic foundations, and how these foundations can help us understand and design systems ranging from robot teams to online markets to social computing platforms. Topics covered may include game theory, distributed optimization, multi-agent learning and decision-making, preference elicitation and aggregation, mechanism design, and incentives in social computing systems. Prerequisites: CSE 347 (may be taken concurrently), ESE 326 (or Math 3200), and Math 233 or equivalents, or permission of instructor. Some prior exposure to artificial intelligence, machine learning, game theory, and microeconomics may be helpful, but is not required.  
Credit 3 units. EN: TU

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**E81 CSE 517A Machine Learning**

This course assumes a basic understanding of machine learning and covers advanced topics at the frontier of the field in-depth. Topics to be covered include kernel methods (support vector machines, Gaussian processes), neural networks (deep learning), and unsupervised learning. Depending on developments in the field, the course will also cover some advanced topics, which may include learning from structured data, active learning, and practical machine learning (feature

selection, dimensionality reduction). Prerequisites: CSE 247, CSE 417T, ESE 326, Math 233 and Math 309. The instructor will hold a take-home placement exam (on basic mathematical knowledge) for all students currently enrolled and on the waitlist. The exam will be due on the first day of class. Only students who pass the placement exam will be enrolled in the course. Credit 3 units. EN: TU

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#### **E81 CSE 519T Advanced Machine Learning**

This course provides a close look at advanced machine learning algorithms — their theoretical guarantees (computational learning theory) and tricks to make them work in practice. In addition, this course focuses on more specialized learning settings, including unsupervised learning, semi-supervised learning, domain adaptation, multi-task learning, structured prediction, metric learning and learning of data representations. Learning approaches may include graphical models, non-parametric Bayesian statistics, and technical topics such as sampling, approximate inference and non-linear function optimization. Mathematical maturity and general familiarity of machine learning is required. Prerequisites: CSE 517A or 511A or 7100. Credit 3 units. EN: TU

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#### **E81 CSE 520S Real-Time Systems**

This course covers software systems and network technologies for real-time applications such as automobiles, avionics, industrial automation and Internet of Things. Topics include real-time scheduling, real-time operating systems and middleware, Quality of Service, industrial networks and real-time cloud computing. Prerequisite: CSE 422S. Credit 3 units. EN: TU

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#### **E81 CSE 521S Wireless Sensor Networks**

Dense collections of smart sensors networked to form self-configuring pervasive computing systems provide a basis for a new computing paradigm that challenges many classical approaches to distributed computing. Naming, wireless networking protocols, data management and approaches to dependability, real-time, security and middleware services all fundamentally change when confronted with this new environment. Embedded sensor networks and pervasive computing are among the most exciting research areas with many open research questions. This class studies a large number of research papers that deal with various aspects of wireless sensor networks. Students perform a project on a real wireless sensor network composed of tiny devices each consisting of sensors, a radio transceiver and a microcontroller. Prerequisite: CSE 422S. Credit 3 units. EN: TU

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#### **E81 CSE 522S Advanced Operating Systems**

This course explores core OS abstractions, mechanisms and policies and how they impact support for general purpose, embedded and real-time operating environments. How to evaluate, modify and optimize the use of kernel-level resources is covered hands-on and in detail, including CPU and I/O scheduling, memory management, and interprocess communication. Prerequisite: CSE 422S. Credit 3 units. EN: TU

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#### **E81 CSE 523S Systems Security**

This course examines the intersection between computer design and information security. While performance and efficiency in digital systems have improved markedly in recent decades, computer security has worsened overall in this time frame. To understand why, we will explore the role that design choices play in the security characteristics of modern computer and network systems. Students will use and write software to illustrate mastery of the material. Projects will include identifying security vulnerabilities, exploiting vulnerabilities, and detecting and defending against exploits. Prerequisite: CSE 361S. Credit 3 units. EN: TU

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#### **E81 CSE 530S Database Management Systems**

A study of data models and the database management systems that support these data models. The design theory for databases is developed and various tools are utilized to apply the theory. General query languages are studied and techniques for query optimization are investigated. Integrity and security requirements are studied in the context of concurrent operations on a database, where the database may be distributed over one or more locations. The unique requirements for engineering design databases, image databases, and long transaction systems are analyzed. Prerequisite: CSE 247. Credit 3 units.

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#### **E81 CSE 531S Theory of Compiling and Language Translation**

Algorithms and intermediate representations for automatic program analysis are examined, with an emphasis on practical methods and efficient engineering of program optimization and transformations. The course includes a thorough treatment of monotone data flow frameworks: a mathematical model in which most optimization problems can be specified and solved. The course primarily covers optimizations that are applicable to any target architecture; however, optimizations specific to parallel, distributed and storage-hierarchical systems also are discussed. Prerequisite: CSE 431S or CSE 425S. Credit 3 units. EN: TU

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#### **E81 CSE 532S Advanced Multiparadigm Software Development**

Intensive focus on advanced design and implementation of concurrent and distributed system software in C++. Topics covered include C++11 concurrency and synchronization features and software architecture patterns. Prerequisites: CSE 332S/CSE 504N or graduate standing and strong familiarity with C++; and CSE 422S or CSE 522S. Credit 3 units. EN: TU

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#### **E81 CSE 536S Distributed System Design: Models and Languages**

Modern computing environments are highly distributed. This has been the result of major advances in networking technology and their rapid assimilation by a society that functions in a highly distributed and decentralized manner. The goal of this course is to familiarize students with basic concepts, models and languages that shaped recent developments in distributed computing. The focus is on exploring new ways of thinking about computing and communication that made the development of distributed software systems possible. Competing concepts and design strategies will be examined both from a theoretical and a practical perspective. Prerequisites: CSE 240 and CSE 247.

Credit 3 units. EN: TU

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### **E81 CSE 538T Modeling and Performance Evaluation of Interconnected Computer Systems**

Modern computing systems consist of multiple interconnected components, which all influence performance. The focus of this course is on developing modeling tools aimed at understanding how to design and provision such systems to meet certain performance or efficiency targets, and the trade-offs involved. The course covers Markov chains and their applications to simple queues, and proceeds to explore more complex systems including server farms and how to optimize their performance through scheduling and task assignment policies. The course includes a brief review of the necessary probability and mathematical concepts. Prerequisite: ESE 326.

Credit 3 units. EN: TU

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### **E81 CSE 539S Concepts in Multicore Computing**

Nowadays, the vast majority of computer systems are built using multicore processor chips. This fundamental shift in hardware design impacts all areas of computer science — one must write parallel programs in order to unlock the computational power provided by modern hardware. The goal of this course is to study concepts in multicore computing. We will examine the implications of the multicore hardware design, discuss challenges in writing high performance software, and study emerging technologies relevant to developing software for multicore systems. Topics include memory hierarchy, cache coherence protocol, memory models, scheduling, high-level parallel language models, concurrent programming (synchronization and concurrent data structures), algorithms for debugging parallel software, and performance analysis. Prerequisites: CSE 332S and CSE 361S.

Credit 3 units. EN: TU

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### **E81 CSE 541T Advanced Algorithms**

Provides a broad coverage of fundamental algorithm design techniques with the focus on developing efficient algorithms for solving combinatorial and optimization problems. The topics covered include: greedy algorithms, dynamic programming, linear programming, NP-completeness, approximation algorithms, lower bound techniques, and on-line algorithms. Throughout this course there is an emphasis on correctness proofs and the ability to apply the techniques taught to design efficient algorithms for problems from a wide variety of application areas. Prerequisites: CSE 247 and 347.

Credit 3 units. EN: TU

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### **E81 CSE 542T Advanced Data Structures and Algorithms**

This course is concerned with the design and analysis of efficient algorithms, focusing principally on algorithms for combinatorial optimization problems. A key element in the course is the role of data structures in algorithm design and the use of amortized complexity analysis to determine how data structures affect performance. The course is organized around a set of core problems and algorithms, including the classical network optimization algorithms, as well as newer and more efficient algorithms. This core is supplemented by algorithms selected from the recent technical literature. Prerequisite: CSE 247.

Credit 3 units.

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### **E81 CSE 543T Algorithms for Nonlinear Optimization**

The course will provide an in-depth coverage of modern algorithms for the numerical solution of multidimensional optimization problems. Unconstrained optimization techniques including Gradient methods, Newton's methods, Quasi-Newton methods, and conjugate methods will be introduced. The emphasis is on constrained optimization techniques: Lagrange theory, Lagrangian methods, penalty methods, sequential quadratic programming, primal-dual methods, duality theory, nondifferentiable dual methods, and decomposition methods. The course will also discuss applications in engineering systems and use of state-of-the-art computer codes. Special topics may include large-scale systems, parallel optimization, and convex optimization. Prerequisites: Calculus I and Math 309.

Credit 3 units.

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### **E81 CSE 544T Special Topics in Computer Science Theory**

Cake-cutting algorithms consider the division of resources among a set of participants such that the recipients believe they have been treated fairly. In some cases, a given resource can be divided without loss of value, while in other cases, dividing a resource may lessen its value, perhaps significantly. Notions of fairness include proportionality, envy-freeness and equitability. This course is organized around a rich set of fair-division problems, studying the correctness, complexity, and applicability of algorithms for solving such problems. The problems and algorithms studied span millennia and include recent technical literature.

Credit 3 units.

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### **E81 CSE 546T Computational Geometry**

Computational geometry is the algorithmic study of problems that involve geometric shapes such as points, lines and polygons. Such problems appear in computer graphics, vision, robotics, animation, visualization, molecular biology, and geographic information systems. This course covers data structures that are unique to geometric computing, such as convex hull, Voronoi diagram, Delaunay triangulation, arrangement, range searching, KD-trees, and segment trees. Also covered are algorithms for polygon triangulation, shortest paths, the post office problem, and the art gallery problem. Prerequisite: CSE 247.

Credit 3 units.

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### **E81 CSE 547T Introduction to Formal Languages and Automata**

An introduction to the theory of computation, with emphasis on the relationship between formal models of computation and the computational problems solvable by those models. Specifically, this course covers finite automata and regular languages; Turing machines and computability; and basic measures of computational complexity and the corresponding complexity classes. Prerequisites: CSE 247.

Credit 3 units.

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### **E81 CSE 548T Concurrent Systems: Design and Verification**

Formerly CSE 563T. Concurrency presents programmers with unprecedented complexity further exacerbated by our limited ability to reason about concurrent computations. Yet, concurrent algorithms are central to the development of software executing on modern multiprocessors or across computer networks. This course reviews several important classes of concurrent algorithms and presents a formal method for specifying, reasoning about, verifying, and deriving concurrent algorithms. The selected algorithms are judged to have made

significant contributions to our understanding of concurrency. Rigorous treatment of the design and programming process is emphasized. Students entering this course must be familiar with predicate calculus and sequential algorithms. Upon completion of this course students will be able to reason completely formally about small concurrent programs and to apply systematically and correctly their formal skills to larger problems. Prerequisite: CSE 247.

Credit 3 units.

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#### **E81 CSE 549T Theory of Parallel Systems**

The course covers various aspects of parallel programming such as algorithms, schedulers and systems from a theoretical perspective. We will cover both classic and recent results in parallel computing. Topics include parallel algorithms and analysis in the work/span model, scheduling algorithms, external memory algorithms and their analysis, cache-coherence protocols, etc. The focus will be on design and analysis. Prerequisite: CSE 247.

Credit 3 units. EN: TU

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#### **E81 CSE 552A Advanced Computer Graphics**

This course covers advanced topics in graphics in the areas of modeling, rendering, volume rendering, image-based rendering and image processing. Topics include, but are not limited to, subdivision surfaces, splines, mesh simplification, implicit or blobby modeling, radiosity, procedural textures, filtering, BRDFs and procedural modeling. The class has several structured programming assignments and an optional final group project. Students are exposed to the wide variety of techniques available in graphics and also pick one area to study in depth. Prerequisites: CSE 332S and CSE 452A.

Credit 3 units. EN: TU

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#### **E81 CSE 553S Advanced Mobile Robotics**

This course covers advanced topics from the theory and practice of mobile robotics. Students read, present and discuss papers from the current research literature. There is a substantial programming project, in which students implement and test ideas from the current research literature on one of the department's research robot platforms. Prerequisites: CSE 550A and strong programming skills (preferably in C++).

Credit 3 units. EN: TU

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#### **E81 CSE 554A Geometric Computing for Biomedicine**

With the advance of imaging technologies deployed in medicine, engineering and science, there is a rapidly increasing amount of spatial data sets (images, volumes, point clouds, etc.) that need to be processed, visualized and analyzed. This course will focus on a number of geometry-related computing problems that are essential in the knowledge discovery process in various spatial-data-driven biomedical applications. These problems include visualization, segmentation, mesh construction and processing, shape representation and analysis. The course consists of lectures that cover theories and algorithms, and a series of hands-on programming projects using real-world data collected by various imaging techniques (CT, MRI, electron cryo-microscopy, etc.). Prerequisites: CSE 247 and CSE 332 or approval by instructor.

Credit 3 units. EN: TU

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#### **E81 CSE 555A Computational Photography**

Computational Photography describes the convergence of computer graphics, computer vision, and the internet with photography. Its goal is to overcome the limitations of traditional photography using computational techniques to enhance the way we capture, manipulate and interact with visual media. In this course we study many interesting, recent image-based algorithms and implement them to the degree that is possible. Topics may include: cameras and image formation, human visual perception, image processing (filtering, pyramids), image blending and compositing, image retargeting, texture synthesis and transfer, image completion/inpainting, super-resolution, deblurring, denoising, image-based lighting and rendering, high dynamic range, depth and defocus, flash/no flash photography, coded aperture photography, single/multiview reconstruction, photo quality assessment, non photorealistic rendering, modeling and synthesis using internet data, and others. Prerequisites: CSE 452A, CSE 554A, or CSE 559A. Permission of instructor required to enroll.

Credit 3 units. EN: TU

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#### **E81 CSE 556A Human-Computer Interaction Methods**

An introduction to user centered design processes. The course covers a variety of HCI techniques for use at different stages in the software development cycle, including techniques that can be used with and without users. Students will gain experience using these techniques through in-class exercises and then apply them in greater depth through a semester long interface development project. Students who enroll in this course are expected to be comfortable with building user interfaces in at least one framework and be willing to learn whatever framework is most appropriate for their project. Over the course of the semester, students will be expected to present their interface evaluation results through written reports and in class presentations. Prerequisites: 3xxS or 4xxS.

Credit 3 units. EN: TU

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#### **E81 CSE 557A Information Visualization**

We are in an era where it is possible to have all of the world's information at our fingertips. However, the more information we can access, the more difficult it is to obtain a holistic view of the data or to determine what's important to make decisions. Computer-based visualization systems provide the opportunity to represent large and/or complex data visually to aid comprehension and cognition. In this course, we study the principles for transforming abstract data into effective information visualizations. We learn about the state-of-the-art in visualization research and development, and we gain hands-on experience with designing and developing information visualizations. We also learn how to critique existing visualizations and how to evaluate the systems we build. Readings will include current research papers from the Information Visualization community. Prerequisite: permission of professor (this may change in subsequent semesters).

Credit 3 units. EN: TU

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#### **E81 CSE 558A Motion Planning**

This course studies the general motion planning problem: computing a sequence of motions that transforms a given (initial) arrangement of physical objects to another (goal) arrangement of those objects. Many motion planning methods were developed in the realm of robotics research. For example, a typical problem might be to find a sequence of motions (called a path) to move a robot from one position to another without colliding with any

objects in its workspace. However, the general motion planning problem that will be studied arises in many other application domains as well. For example, assembly planning (e.g., finding a valid order for adding the parts when building an engine), mechanical CAD studies (e.g., can you remove a certain part from an engine without taking the engine apart), artificial life simulations (e.g., moving a herd of animals from one location to another), and medicine (e.g., can a drug molecule reach a protein molecule). Prerequisite: CSE 247.  
Credit 3 units. EN: TU

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**E81 CSE 559A Computer Vision**

Computer vision is the process of automatically extracting information from images and video. This course covers imaging geometry (camera calibration, stereo, and panoramic image stitching), and algorithms for video surveillance (motion detection and tracking), segmentation and object recognition. Final projects for the course will explore challenges in analysis of real-world data. Students with non-standard backgrounds (such as video art, or the use of imaging in physics and biology) are encouraged to contact the instructor. Prerequisites: CSE 247 and linear algebra.  
Credit 3 units. EN: TU

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**E81 CSE 560M Computer Systems Architecture I**

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, microprogramming, memory hierarchies (cache and main memories, mass storage, virtual memory), pipelining, and bus organization. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using VHDL and/or instruction set simulation. Prerequisites: CSE 361S and CSE 260M.  
Credit 3 units. EN: TU

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**E81 CSE 561M Computer Systems Architecture II**

Advanced techniques in computer system design. Selected topics from: processor and system-on-chip design (multicore organization, system-level integration), run-time systems, memory systems (topics in locality and special-purpose memories), I/O subsystems and devices, systems security, and power considerations. Prerequisite: CSE 560M or permission of instructor.  
Credit 3 units. EN: TU

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**E81 CSE 564M Advanced Digital Systems Engineering**

This course focuses on advanced sensor design. The class covers various basic analog and digital building blocks that are common in most sensor integrated circuits. The class extensively uses state-of-the-art CAD program Cadence to simulate and analyze various circuit blocks. The first half of the course focuses on analyzing various operational amplifiers, analog filters, analog memory and analog to digital converters. The second half of the course focuses on understanding the basic building blocks of imaging sensors. The class has a final project consisting of designing a smart sensor using Cadence tools. Prerequisites: ESE 232 and CSE 362M.  
Credit 3 units. EN: TU

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**E81 CSE 565M Acceleration of Algorithms in Reconfigurable Logic**

Reconfigurable logic, in the form of Field-Programmable Gate Arrays (FPGAs), enables the deployment of custom

hardware for individual applications. To exploit this capability, the application developer is required to specify the design at the register-transfer level. This course explores techniques for designing algorithms that are amenable to hardware acceleration as well as provides experience in actual implementation. Example applications are drawn from a variety of fields, such as networking, computational biology, etc. Prerequisites: basic digital logic (CSE 260M) and some experience with a hardware description language (e.g., VHDL or Verilog).  
Credit 3 units. EN: TU

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**E81 CSE 566S High Performance Computer Systems**

Many applications make substantial performance demands upon the computer systems upon which those applications are deployed. In this context, performance is frequently multidimensional, including resource efficiency, power, execution speed (which can be quantified via elapsed run time, data throughput, or latency), etc. Modern computing platforms exploit parallelism and architectural diversity (e.g., co-processors such as graphics engines and/or reconfigurable logic) to achieve the desired performance goals. This course addresses the practical aspects of achieving high performance on modern computing platforms. This includes questions ranging from how the computing platform is designed to how are applications and algorithms expressed to exploit the platform's properties. Particular attention is given to the role of application development tools. Prerequisite: familiarity with software development in Linux preferred, graduate standing or permission of instructor.  
Credit 3 units. EN: TU

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**E81 CSE 567M Computer Systems Analysis**

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental designs,  $2^{**k}$  experimental designs, factorial designs with replication, fractional factorial designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 131 and CSE 260M.  
Credit 3 units. EN: TU

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**E81 CSE 568M Imaging Sensors**

This course will cover topics on digital imaging sensors including basic operations of silicon photodetectors; CCD and CMOS passive and active sensor operation; temporal and spatial noise in CMOS sensors; spatial resolution and MTF; SNR and dynamic range; high dynamic range architectures and application specific imaging sensors such as polarization imaging and fluorescent imaging sensors. Prerequisites: CSE 260M and ESE 232.  
Credit 3 units.

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**E81 CSE 569M Parallel Architectures and Algorithms**

A number of contemporary parallel computer architectures are reviewed and compared. The problems of process synchronization and load balancing in parallel systems are studied. Several selected applications problems are investigated and parallel algorithms for their solution are considered. Selected

parallel algorithms are implemented in both a shared memory and distributed memory parallel programming environment. Prerequisites: graduate standing and knowledge of the C programming language. Credit 3 units. EN: TU

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#### **E81 CSE 570S Recent Advances in Networking**

This course covers the latest advances in networking. The topics include Networking Trends, Data Center Network Topologies, Data Center Ethernet, Carrier IP, Multi-Protocol Label Switching (MPLS), Carrier Ethernet, Virtual Bridging, LAN Extension and Virtualization using Layer 3 Protocols, Virtual Routing Protocols, Internet of Things (IoT), Datalink Layer and Management Protocols for IoT, Networking Layer Protocols for IoT, 6LoWPAN, RPL, Messaging Protocols for IoT, MQTT, OpenFlow, Software Defined Networking (SDN) Network Function Virtualization (NFV), Big Data, Networking Issues for Big Data, Network Configuration, and Data Modeling, NETCONF, YIN, YANG, BEEP, and UML. Prerequisite: CSE 473S or equivalent. Credit 3 units. EN: TU

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#### **E81 CSE 571S Network Security**

A comprehensive treatment of network security. Topics include Security Overview, Classical Encryption Techniques, Block Ciphers and DES, Basic Concepts in Number Theory and Finite Fields, Advanced Encryption Standard (AES), Block Cipher Operations, Pseudo Random Number Generation and Stream Ciphers, Number Theory, Public Key Cryptography, other Public Key Cryptosystems, Cryptographic Hash Functions, Message Authentication Codes, Digital Signatures, Key Management and Distribution, User Authentication Protocols, Network Access Control and Cloud Security, Transport Level Security, Wireless Network Security, Electronic Mail Security, IP Security, Intrusion Detection, and Malicious Software. Prerequisite: CSE 473S. Credit 3 units. EN: TU

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#### **E81 CSE 573S Protocols for Computer Networks**

An introduction to the design, performance analysis and implementation of existing and emerging computer network protocols. Protocols include multiple access protocols (e.g., CSMA/CD, token ring), internet, working with the internet protocol (IP), transport protocols (e.g., UDP, TCP), high-speed bulk transfer protocols, and routing protocols (e.g., BGP, OSPF). General topics include error control, flow control, packet switching, mechanisms for reliable, ordered and bounded-time packet delivery, host-network interfacing and protocol implementation models. Substantial programming exercises supplement lecture topics. Prerequisite: CSE 473S or permission of the instructor. Credit 3 units. EN: TU

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#### **E81 CSE 574S Wireless and Mobile Networking**

First course in wireless networking providing a comprehensive treatment of wireless data and telecommunication networks. Topics include recent trends in wireless and mobile networking, wireless coding and modulation, wireless signal propagation, IEEE 802.11a/b/g/n/ac wireless local area networks, 60 GHz millimeter wave gigabit wireless networks, vehicular wireless networks, white spaces, IEEE 802.22 regional area networks, Bluetooth and Bluetooth Smart, wireless personal area networks, wireless protocols for Internet of Things, ZigBee, cellular networks: 1G/2G/3G, LTE, LTE-Advanced, and 5G. Prerequisites: CSE 473S or permission of the instructor. Credit 3 units. EN: TU

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#### **E81 CSE 577M Design and Analysis of Switching Systems**

Switching is a core technology in a wide variety of communication networks, including the internet, circuit-switched telephone networks and optical fiber transmission networks. The last decade has been a time of rapid development for switching technology in the internet. Backbone routers with 10 Gb/s links and aggregate capacities of hundreds of gigabits per second are becoming common, and advances in technology are now making multi-terabit routers practical. This course is concerned with the design of practical switching systems and evaluation of their performance and complexity. Prerequisites: CSE 247, 473S and ESE 326.

Credit 3 units. EN: TU

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#### **E81 CSE 581T Approximation Algorithms**

Numerous optimization problems are intractable to solve optimally. The intractability of a problem could come from the problem's computational complexity, for instance the problem is NP-Hard, or other computational barriers. To cope with the inability to find an optimal algorithm, one may desire an algorithm that is guaranteed to return a solution that is comparable to the optimum. Such an algorithm is known as an approximation algorithm. Approximation algorithms are a robust way to cope with intractability, and they are widely used in practice or are used to guide the development of practical heuristics. The area of approximation algorithms has developed a vast theory, revealing the underlying structure of problems as well as their different levels of difficulty. The majority of this course will focus on fundamental results and widely applicable algorithmic and analysis techniques for approximation algorithms. Prerequisite: CSE 347.

Credit 3 units. EN: TU

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#### **E81 CSE 582T Complexity Theory**

An introduction to the quantitative theory of computation with limited resources. The course examines the relative power of limited amounts of basic computational resources, such as time, memory, circuit size and random bits, as well as parallel, nondeterministic, alternating and interactive machine models. Models that capture special kinds of computational problems, such as counting problems or approximate solutions, will also be introduced and related to the standard models. This examination will emphasize surprising relationships between seemingly disparate resources and kinds of computational problems. The course will also discuss some meta-theory, illuminating the weaknesses of standard mathematical techniques of the field against its notorious open conjectures. Prerequisites: CSE 347 and mathematical maturity. CSE 547T recommended.

Credit 3 units. EN: TU

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#### **E81 CSE 583A Topics in Computational Molecular Biology**

In-depth discussion of problems and methods in computational molecular biology. Each year three topics will be covered and those will change yearly. Prerequisite: Biol 5495 or instructor's consent.

Same as L41 Biol 5497

Credit 2 units.

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#### **E81 CSE 584A Algorithms for Biosequence Comparison**

This course surveys algorithms for comparing and organizing discrete sequential data, especially nucleic acid and protein sequences. Emphasis is on tools to support search in massive biosequence databases and to perform fundamental comparison

tasks such as DNA short-read alignment. These techniques are also of interest for more general string processing and for building and mining textual databases. Algorithms are presented rigorously, including proofs of correctness and running time where feasible. Topics include classical string matching, suffix array string indices, space-efficient string indices, rapid inexact matching by filtering (including BLAST and related tools), and multiple alignment. Students complete written assignments and implement advanced comparison algorithms to address problems in bioinformatics. This course does not require a biology background. Prerequisites: CSE 347, graduate standing, or permission of instructor.

Credit 3 units. EN: TU

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### **E81 CSE 587A Algorithms for Computational Biology**

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisites: CSE 131 or CSE 501N.

Credit 3 units.

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## **Electrical & Systems Engineering**

### **About Electrical & Systems Engineering**

The mission of our undergraduate programs is to instill in students the knowledge and perspective, appropriate both for a professional career and for the pursuit of advanced degrees, in fields that rely on key electrical engineering and systems principles and practices. Such principles and practices include rigorous quantitative reasoning and robust engineering design. This mission is accomplished by ensuring that students achieve both depth and breadth of knowledge in their studies and by maintaining a high degree of flexibility in the curriculum. Our programs also seek to provide good preparation for life, including the ability to communicate in written and oral forms and a desire to continue learning throughout life. In addition, they aim to provide the opportunity and training for students to acquire the skills and attitudes to become leaders.

The department offers courses of study leading to degrees in both electrical engineering and systems science and engineering. Opportunities for study and research currently available in the department include semiconductor theory and devices, optoelectronics, nanophotonics, communication theory and systems, information theory, signal and image processing, tomographic imaging, linear and nonlinear dynamics and control, robotics, identification and estimation, multisensor fusion and navigation, computational mathematics, optimization,

optimal control, autonomous systems, operations research, and financial engineering. Students are encouraged to participate in research activities as soon as they have received training in the fundamentals appropriate for a given research area.

Electrical engineering is the profession for those intrigued with electrical phenomena and eager to contribute their skills to a society increasingly dependent on electricity and sophisticated electronic devices. It is a profession of broad scope with many specialty careers designed for engineers who seek an endless diversity of career paths on the cutting edge of technology. The Institute of Electrical and Electronics Engineers publishes transactions on about 60 different topics, from aerospace and electronic systems to visualization and computer graphics. This is a breadth so great that no single electrical engineering department can hope to span it. Moreover, those fields themselves encompass still more fascinating specialties. We give the basics; the future is yours to shape.

Systems science and engineering is based on an approach that views an entire system of components as an entity rather than simply as an assembly of individual parts; each component is designed to fit properly with the other components rather than to function by itself. The engineering and mathematics of systems is a rapidly developing field. It is one of the most modern segments of applied mathematics, as well as an engineering discipline. It is concerned with the identification, modeling, analysis, design and control of systems that are potentially as large and complex as the U.S. economy or as precise and vital as a space voyage. Its interests run from fundamental theoretical questions to the implementation of operational systems. It draws on the most modern and advanced areas of mathematics. A very important characteristic of the systems field is that its practitioners must, of necessity, interact within a wide interdisciplinary environment, not only with various engineers and scientists but also with economists, biologists or sociologists. Such interaction is both emphasized and practiced in the programs.

Our Department of Electrical & Systems Engineering offers a challenging basic curriculum, a broadly qualified faculty, and modern facilities so that students can receive a contemporary preparation for a career in electrical or systems engineering.

### **Undergraduate Degree Programs**

The Department of Electrical & Systems Engineering (ESE) offers four undergraduate degree programs: two professional degrees and two applied science degrees. The two professional degrees are the Bachelor of Science in Electrical Engineering (BSEE) and the Bachelor of Science in Systems Science & Engineering (BSSSE). These two programs are accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The two applied science degrees are the Bachelor of Science in Applied Science (Electrical Engineering) and the Bachelor of Science in Applied Science (Systems Science & Engineering). All programs have flexible curricula as

well as specific requirements, and students may elect programs of study tailored to individual interests and professional goals.

In the professional BSEE curriculum, there are required courses in electrical circuits, signals and systems, digital systems and electromagnetic fields, along with laboratory and design courses, which provide students with a common core of experience. Subsequently, one may orient the program toward breadth, so that many disciplines within the profession are spanned or toward a specialty with more emphasis on depth in one or more disciplines. Areas of specialization include modern electronics, applied physics, telecommunications, control systems, and signal and image processing.

Students in the professional BSSSE degree program take required courses in engineering mathematics, signals and systems, operations research, and automatic control systems, along with laboratory and design courses. This program emphasizes the importance of real-world applications of systems theory, and accordingly students are required to take a concentration of courses in one of the traditional areas of engineering or science. There are numerous elective courses in control theory and systems, signal processing, optimization, robotics, probability and stochastic processes, and applied mathematics.

Students enrolled in any of the ESE undergraduate degree programs have a variety of opportunities to augment their educational experience at Washington University. Students may participate in the Pre-Medical Engineering program or in the Cooperative Education program. Some students pursue double majors, in which two sets of degree requirements, either within or outside the ESE department, are satisfied concurrently. The Process Control Systems program is one such double-degree program, involving the degrees Bachelor of Science in Systems Science & Engineering (BSSSE) and Bachelor of Science in Chemical Engineering (BSChE). Finally, students may earn both an undergraduate and a graduate degree through the school's five-year BS–Master's program.

Students who seek a broad undergraduate education in electrical engineering or systems science and engineering but plan on careers outside of engineering may pursue the applied science degrees: Bachelor of Science in Applied Science (Electrical Engineering) and Bachelor of Science in Applied Science (Systems Science & Engineering). These programs of study are appropriate for students planning to enter medical, law or business school, who desire a more technical undergraduate experience than what otherwise may be available to them.

The ESE department also offers a variety of educational opportunities for students enrolled in other departments. These include the second major in systems science and the second major in electrical engineering science, which are open to students inside as well as outside of the School of Engineering & Applied Science, such as the College of Arts & Sciences and the School of Business. They also include the minor in

applied physics & electrical engineering, the minor in electrical engineering, the minor in energy engineering, the minor in mechatronics, the minor in robotics, and the minor in systems science & engineering.

## BS–Master's Programs in Electrical & Systems Engineering

Students enrolled in any of the undergraduate degree programs in the School of Engineering & Applied Science may choose to extend their educational experience by enrolling in a five-year BS–Master's program. The Master of Science in Electrical Engineering (MSEE), Master of Science in Systems Science and Mathematics (MSSSM), Master of Control Engineering (MCE), Master of Engineering in Robotics (MER), and Master of Science in Engineering Data Analytics and Statistics (MSDAS) degrees are participating graduate degrees, and these may be combined with any undergraduate degree that provides the appropriate background.

General requirements for the BS–Master's programs include the residency and other applicable requirements of the university and the School of Engineering & Applied Science, which are found elsewhere in this catalog. In summary, students must complete all the degree requirements for both the undergraduate and graduate degrees (at least 120 units plus 30 units; 150 units) but are not required to complete all the undergraduate degree requirements first.

**Phone:** 314-935-5565  
**Website:** <http://ese.wustl.edu>

## Faculty

### Chair

**R. Martin Arthur** (<https://engineering.wustl.edu/Profiles/Pages/Martin-Arthur.aspx>)  
Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering  
PhD, University of Pennsylvania  
Ultrasonic imaging, electrocardiography

### Associate Chair

**Hiroaki Mukai** (<https://engineering.wustl.edu/Profiles/Pages/Hiro-Mukai.aspx>)  
Professor  
PhD, University of California, Berkeley  
Theory and computational methods for optimization, optimal control, systems theory, electric power system operations, differential games

## Endowed Professors

**Arye Nehorai** (<https://engineering.wustl.edu/Profiles/Pages/Arye-Nehorai.aspx>)  
Eugene and Martha Lohman Professor of Electrical Engineering  
PhD, Stanford University  
Signal processing, imaging, biomedicine, communications

**Joseph A. O'Sullivan** (<https://engineering.wustl.edu/Profiles/Pages/Joseph-OSullivan.aspx>)  
Samuel C. Sachs Professor of Electrical Engineering  
Dean, UMSL/WUSTL Joint Undergraduate Engineering Program  
PhD, Notre Dame University  
Information theory, statistical signal processing, imaging science with applications in medicine and security, and recognition theory and systems

**Lan Yang** (<https://engineering.wustl.edu/Profiles/Pages/Lan-Yang.aspx>)  
Edward H. & Florence G. Skinner Professor of Engineering  
PhD, California Institute of Technology  
Nano/micro photonics, ultra high-quality optical microcavities, ultra-low-threshold microlasers, nano/micro fabrication, optical sensing, single nanoparticle detection, photonic molecules, photonic materials

## Professors

**Shantanu Chakrabarty** (<https://ese.wustl.edu/faculty/Pages/default.aspx?bio=101>)  
PhD, Johns Hopkins University  
New frontiers in unconventional analog computing techniques using silicon and hybrid substrates, fundamental limits of energy efficiency, sensing and resolution by exploiting computational and adaptation primitives inherent in the physics of devices

**Heinz Schaettler** (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx>)  
PhD, Rutgers University  
Optimal control, nonlinear systems, mathematical models in biomedicine

## Associate Professors

**Jr-Shin Li** (<https://engineering.wustl.edu/Profiles/Pages/Jr-Shin-Li.aspx>)  
Das Family Distinguished Career Development Associate Professor  
PhD, Harvard University  
Mathematical control theory, optimization, quantum control, biomedical applications

**Robert E. Morley Jr.** (<https://engineering.wustl.edu/Profiles/Pages/Robert-Morley.aspx>)  
DSc, Washington University  
Computer and communication systems, VLSI design, digital signal processing

## Assistant Professors

**ShiNung Ching** (<https://engineering.wustl.edu/Profiles/Pages/ShiNung-Ching.aspx>)  
Das Family Distinguished Career Development Assistant Professor  
PhD, University of Michigan  
Systems and control in neural medicine, nonlinear and constrained control, physiologic network dynamics, stochastic control

**Zachary Feinstein** (<https://engineering.wustl.edu/Profiles/Pages/Zachary-Feinstein.aspx>)  
PhD, Princeton University  
Financial engineering, operations research, variational analysis

**Humberto Gonzalez** (<https://engineering.wustl.edu/Profiles/Pages/Humberto-Gonzalez.aspx>)  
PhD, University of California, Berkeley  
Cyber-physical systems, hybrid dynamical systems, optimization, robotics

**Matthew D. Lew** (<https://engineering.wustl.edu/Profiles/Pages/Matthew-Lew.aspx>)  
PhD, Stanford University  
Microscopy, biophotonics, computational imaging, nano-optics

**Jung-Tsung Shen** (<https://engineering.wustl.edu/Profiles/Pages/Jung-Tsung-Shen.aspx>)  
Das Family Distinguished Career Development Assistant Professor  
PhD, Massachusetts Institute of Technology  
Theoretical and numerical investigations on nanophotonics, optoelectronics, plasmonics, metamaterials

**Xuan "Silvia" Zhang** (<https://engineering.wustl.edu/Profiles/Pages/Xuan-%28Silvia%29-Zhang.aspx>)  
PhD, Cornell University  
Robotics, cyber-physical systems, hardware security, ubiquitous computing, embedded systems, computer architecture, VLSI, electronic design automation, control optimization, and biomedical devices and instrumentation

## Senior Professors

**I. Norman Katz**  
PhD, Massachusetts Institute of Technology  
Numerical analysis, differential equations, finite element methods, locational equilibrium problems, algorithms for parallel computations

**Paul S. Min**  
PhD, University of Michigan  
Routing and control of telecommunication networks, fault tolerance and reliability, software systems, network management

**William F. Pickard**  
PhD, Harvard University  
Biological transport, electrobiology, energy engineering

**Daniel L. Rode**

PhD, Case Western Reserve University  
Optoelectronics and fiber optics, semiconductor materials, light-emitting diodes (LEDs) and lasers, semiconductor processing, electronics

**Ervin Y. Rodin**

PhD, University of Texas at Austin  
Optimization, differential games, artificial intelligence, mathematical modeling

**Barbara A. Shrauner**

PhD, Harvard University (Radcliffe)  
Plasma processing, semiconductor transport, symmetries of nonlinear differential equations

**Donald L. Snyder**

PhD, Massachusetts Institute of Technology  
Communication theory, random process theory, signal processing, biomedical engineering, image processing, radar

**Barry E. Spielman**

PhD, Syracuse University  
High-frequency/high-speed devices, RF & MW integrated circuits, computational electromagnetics

**Tzyh Jong Tarn**

DSc, Washington University  
Quantum mechanical systems, bilinear and nonlinear systems, robotics and automation, life science automation

## Professors of Practice

**Dedric Carter**

PhD, Nova Southeastern University  
MBA, MIT Sloan School of Management

**Dennis Mell**

MS, University of Missouri-Rolla

**Ed Richter**

MS, Washington University

## Senior Lecturers

**Martha Hasting**

PhD, Saint Louis University

**Jason Trobaugh**

DSc, Washington University

## Lecturers

**Randall Brown**

PhD, Washington University

**Randall Hoven**

MS, Johns Hopkins University

**Vladimir Kurenok**

PhD, Belarus State University (Minsk, Belarus)

**Tsitsi Madziwa-Nussinov**

PhD, University of California, Los Angeles

**Jinsong Zhang**

PhD, University of Miami

## Research Assistant Professors

**Scott Marrus**

MD, PhD, Washington University School of Medicine  
Cardiac electrophysiology

## Professors Emeriti

**William M. Boothby**

PhD, University of Michigan  
Differential geometry and Lie groups, mathematical system theory

**Lloyd R. Brown**

DSc, Washington University  
Automatic control, electronic instrumentation

**David L. Elliott**

PhD, University of California, Los Angeles  
Mathematical theory of systems, nonlinear difference, differential equations

**Robert O. Gregory**

DSc, Washington University  
Electronic instrumentation, microwave theory, circuit design

## Majors

Please refer to the sections below for information about the **BS in Electrical Engineering** (p. 976), **BS in Systems Science & Engineering** (p. 978), **BS in Applied Science (Electrical Engineering)** (p. 980), **BS in Applied Science (Systems Science & Engineering)** (p. 980), the **Second Major in Electrical Engineering Science**, **Second Major in Systems Science** and the **Second Major in Financial Engineering** (p. 981).

## Bachelor of Science in Electrical Engineering

This professional degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

## Educational Objectives of the BSEE Degree Program

A. Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.

B. Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

**Student Outcomes**

Graduates of the BSEE program are expected to know or have:

- (a) An ability to apply knowledge of mathematics, science and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component or process to meet desired needs
- (d) An ability to function on multidisciplinary teams
- (e) An ability to identify, formulate and solve engineering problems
- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively
- (h) The broad education necessary to understand the impact of engineering solutions in a global and societal context
- (i) A recognition of the need for, and an ability to engage in, lifelong learning
- (j) A knowledge of contemporary issues
- (k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

**BSEE Degree Requirements**

To obtain the degree Bachelor of Science in Electrical Engineering, students must complete a minimum of 120 units consistent with the residency and other applicable requirements of Washington University and the School of Engineering, and subject to the following program requirements.

1. Common Studies program of the School of Engineering: This includes courses in engineering, mathematics, chemistry, humanities, social sciences and technical writing. The required chemistry sequence is Chem 111A–Chem 151, although Chem 111A–Chem 112A–Chem 151–Chem 152 is recommended.
2. Engr 4501 Engineering Ethics and Sustainability (1 unit).
3. Two of the following three computer science courses: CSE 131 Computer Science I (3 units); CSE 132 Computer Science II (3 units); or CSE 247 Data Structures and Algorithms (3 units).
4. Engineering and science breadth requirements: 9 units in engineering or science outside of electrical engineering. These units must be taken in the following areas: biomedical engineering; chemical engineering; computer science and engineering; mechanical engineering; systems science and engineering; economics; mathematics; physics; biology;

chemistry; earth and planetary sciences; and pre-medicine. These units must be at the 200 level or higher and shall not be used to satisfy the Common Studies requirements (item 1 above) or the CS requirement (item 3). Courses in other fields can be arranged with special departmental approval. Examples of engineering and science courses are MEMS 255 Engineering Mechanics II, EECE 210 Introduction to Environmental Engineering, EECE 203 Thermodynamics I in EECE, EECE 201 Engineering Analysis of Chemical Systems, CSE 247 Data Structures and Algorithms, Engr 324 From Concept to Market: The Business of Engineering, BME 240 Biomechanics, Physics 217 Introduction to Quantum Physics, Physics 318 Introduction to Quantum Physics II, MEMS 253 Engineering Mechanics I, Biol 2960 Principles of Biology I, Biol 2970 Principles of Biology II, Chem 261 Organic Chemistry I with Lab, Chem 262 Organic Chemistry II with Lab.

5. 28 units of required ESE courses:

| Code        | Title  | Units |
|-------------|--|-------|
| ESE 230     | Introduction to Electrical and Electronic Circuits | 4     |
| ESE 232     | Introduction to Electronic Circuits                | 3     |
| ESE 260     | Introduction to Digital Logic and Computer Design  | 3     |
| ESE 318     | Engineering Mathematics A                          | 3     |
| ESE 319     | Engineering Mathematics B                          | 3     |
| ESE 326     | Probability and Statistics for Engineering         | 3     |
| ESE 330     | Engineering Electromagnetics Principles            | 3     |
| ESE 351     | Signals and Systems                                | 3     |
| ESE 498     | Electrical Engineering Capstone Design Projects    | 3     |
| Total Units |  | 28    |

6. Two upper-level laboratory courses (6 units) from the following list: ESE 331, ESE 435, ESE 447, ESE 448, ESE 465, ESE 488. The selection must contain at least one course from ESE 331, ESE 435, ESE 465, ESE 488.
7. 15 units of elective ESE courses in electrical engineering subjects, from the following list: ESE 330–399, ESE 400, ESE 405, ESE 407, ESE 415, ESE 425, ESE 429–499, ESE 503–589.
8. The entire course sequence for the BSEE containing engineering topics of at least 45 units. The numbers of engineering topic units assigned to undergraduate courses in the School of Engineering & Applied Science vary from none (0) to the number of credits given to the course. For the precise number for each course, please refer to the table of Topics Units — Engineering Courses provided by Engineering Student Services (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>).

9. Limitations. No more than 3 credits of 500-level courses may be applied toward the EE elective requirement (item 7).
10. Limitations. No more than 6 units of the combined units of ESE 400 Independent Study and ESE 497 Undergraduate Research (including ESE 497A and ESE 497B) may be applied toward the EE elective requirement (Item 7) of the BSEE degree. The balance of combined units, if there are any left, are allowed as free electives to satisfy the requirement on the total number of units.
11. The courses taken to satisfy the following BSEE degree requirements must be taken for a letter grade and not on a pass/fail basis: Item 5 (required ESE courses), Item 6 (upper-level laboratory courses) and Item 7 (elective ESE courses).

Most students acquire more than 120 credit units. For a typical sequence of subjects for the Bachelor of Science in Electrical Engineering degree, please refer to the following tables:

- Sample Electrical Engineering Curriculum (p. 996)
- Sample Pre-Med Electrical Engineering Curriculum (p. 996)

For more information on BS in Electrical Engineering curriculums, please visit the ESE website (<http://ese.wustl.edu>).

## Bachelor of Science in Systems Science & Engineering

This professional degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

### Objectives and Requirements

Key points:

- Systems Engineering: how to integrate different components in engineering systems
- Operations Research: mathematical solutions to business problems
- Pre-Financial Engineering: the best preparation for the MS in Financial Engineering
- Applied Mathematics
- Control Engineering: how to control jet airplanes, electric power grids, and the nation's economy
- Ideal for students strong in math and physics
- Ideal for students interested in engineering and business
- Ideal for students interested in a second degree
- The most mathematical program in the School of Engineering & Applied Science
- The most flexible professional program in the School of Engineering & Applied Science

This program educates students in the engineering and science of systems. Graduates are expected to have mathematical

competence and knowledge of systems analysis, control, design methods, numerical methods, differential equations, dynamic systems theory, automatic control theory, system stability, estimation, optimization, modeling, identification, simulation and basic computer programming. Graduates will have an engineering outlook and engineer's competence of their own and be able to interact fully with other engineers. They also will possess sufficient proficiency in computer use to design algorithms for simulation, estimation, control and optimization.

The engineering departments of high-technology industries are staffed by large numbers of engineers with this type of expertise. However, graduates are by no means restricted to careers in traditional industry or in high-technology industries. Within the outlined framework, a salient feature of the program is its flexibility and interdisciplinary nature. It is possible for students to orient study toward preparation for systems science and engineering work in large complex systems such as transportation or power or communications networks or in societal systems such as the economy, ecology, the cities or biological systems. Students may wish to prepare for work along theoretical or professional lines. There is ample room in the program structure to accommodate all these interests and to make preparation at the BS level ideally suited for a student's future plans and interests.

### Educational Objectives of the BSSSE Degree Program

- A. Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.
- B. Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

#### Student Outcomes

Graduates of the BSSSE program are expected to know or have:

- (a) An ability to apply knowledge of mathematics, science and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component, or process to meet desired needs
- (d) An ability to function on multidisciplinary teams
- (e) An ability to identify, formulate and solve engineering problems
- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively

(h) The broad education necessary to understand the impact of engineering solutions in a global and societal context

(i) A recognition of the need for, and an ability to engage in, life-long learning

(j) A knowledge of contemporary issues

(k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

## BSSSE Degree Requirements

The course sequence designed to achieve the type of education outlined above requires at least 120 units, satisfies the residency and other applicable requirements of Washington University and the School of Engineering & Applied Science, and meets the following program requirements:

1. Common Studies program of the School of Engineering & Applied Science. This includes courses in engineering, mathematics, physics, chemistry, humanities, social sciences and technical writing. The required chemistry sequence is Chem 111A–Chem 151.
2. Engr 4501 Engineering Ethics and Sustainability (1 unit).
3. Required courses in systems science and engineering: ESE 205 Introduction to Engineering Design (3 units); Math 309 Matrix Algebra (3 units); ESE 318 Engineering Mathematics A (3 units) and ESE 319 Engineering Mathematics B (3 units); ESE 326 Probability and Statistics for Engineering (3 units); ESE 351 Signals and Systems (3 units); ESE 403 Operations Research (3 units); ESE 441 Control Systems (3 units); ESE 448 Systems Engineering Laboratory (3 units); and ESE 499 Systems Science and Engineering Capstone Design Project (3 units).
4. Two of the following three computer science courses: CSE 131 Computer Science I (3 units); CSE 247 Data Structures and Algorithms (3 units); and CSE 132 Computer Science II (3 units). Students are encouraged to take CSE 131 Computer Science I and CSE 247 Data Structures and Algorithms. The other possible sequence is CSE 131 and CSE 132.
5. One of the following three laboratory courses: ESE 447 Robotics Laboratory (3 units), ESE 449 Digital Process Control Laboratory (3 units), ESE 488 Signals and Communication Laboratory (3 units). ESE 449 is only recommended to students with a chemical engineering background.
6. 12 units in elective courses in systems science and engineering: ESE 400 through 428; ESE 437; ESE 440 through 459; ESE 470 through 489; ESE 497; ESE 500 through 529; ESE 540 through 559. Up to 3 units of the following business courses may be part of the 12 units of SSE electives: OSCM 356 Operations Management, OSCM 458 Operations Planning and Control, OMM 576

Foundations of Supply Chain Management, OMM 577 Information Technology and Supply Chain Management.

7. 12 units in engineering concentration outside of systems science and engineering. These units must all be taken in one of the following engineering areas: Biomedical Engineering, Chemical Engineering, Computer Science & Engineering, Electrical Engineering (ESE 102; ESE 230 through 239; ESE 260 through 290; ESE 330 through 339; ESE 360 through 390; ESE 429 through 439; ESE 460 through 469; 490 through 496; ESE 498; ESE 530 through 539; ESE 560 through 589), or Mechanical Engineering & Materials Science. Of the 12 units, 9 units must be at the 200 level or higher. Sequences for concentrations in economics, mathematics, physics, pre-medicine and other fields can be arranged with special departmental approval to meet a student's specific needs. When a non-engineering discipline is chosen as the outside concentration, the student needs to pay special attention to the next requirement, which is required of all students, and make sure that enough engineering contents are obtained from the other courses. The use of basic required courses to fulfill the requirement for an outside concentration is not permitted.
8. The entire course sequence for the BSSSE, containing engineering topics of at least 45 units. The numbers of engineering topic units assigned to undergraduate courses in the School of Engineering & Applied Science vary from none (0) to the number of credits given to the course. For the precise number for each course, please refer to the table of Topics Units — Engineering Courses provided by Engineering Student Services (<http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx>).
9. Limitations. No more than 6 units of the combined units of ESE 400 Independent Study and ESE 497 Undergraduate Research (including 497A and 497B) may be applied toward the SSE elective requirement (item 6) of the BSSSE degree. Any remaining combined units are allowed as free electives to satisfy the requirement on the total number of units.
10. The courses taken to satisfy the following BSSSE degree requirements must be taken for a letter grade and not on a pass/fail basis: item 3 (required ESE courses), item 5 (elective laboratory course) and item 6 (elective ESE courses).

The program requirements for the BS in Systems Science & Engineering allow a double major with another department. Changes in the program to accommodate such double majors may be made with departmental approval. For a sample program for the BS in Systems Science & Engineering, please refer to the following tables:

- Sample Systems Science & Engineering Curriculum (p. 998)
- Sample Pre-Med Systems Science & Engineering Curriculum (p. 997)

For more information on BS in Systems Science & Engineering curriculums, please visit the ESE website (<http://ese.wustl.edu>).

## Bachelor of Science in Applied Science (Electrical Engineering)

Students who do not plan to pursue a career in electrical engineering but seek a strong foundation in the principles of electrical engineering may choose the Bachelor of Science in Applied Science (Electrical Engineering). The program ensures that the student learns the foundations of electrical engineering through breadth requirements. In addition, there is flexibility in selecting upper-level courses to meet the student's individual objectives. This program also may be attractive for students interested in obtaining multiple degrees because the requirements are less strict than for the BSEE degree. Historically students have matched a degree in electrical engineering with degrees in other engineering disciplines, in the natural sciences, in music, in history and in business; other combinations are possible. This also may be an attractive option for students planning graduate studies in a variety of disciplines including medicine, law or business. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the School of Engineering & Applied Science and:

| Courses   | Units      |
|---|------------|
| Humanities and social sciences electives  | 18         |
| Mathematics, science and engineering electives  | 24         |
| Required courses in electrical engineering (ESE 230, ESE 232, ESE 330 and ESE 351)  | 13         |
| Computer Science requirement (CSE 131)  | 3          |
| Upper-level elective courses in electrical engineering (ESE 260, ESE 326, ESE 330–399, ESE 400, ESE 405, ESE 407, ESE 415, ESE 425, ESE 429–499, ESE 503–589) | 21         |
| Free electives  | 41         |
| <b>Total</b>  | <b>120</b> |

The program must include at least 48 units at the 300 level or higher.

## Bachelor of Science in Applied Science (Systems Science & Engineering)

This program provides a student with the opportunity to prepare their academic career with maximum flexibility, but with enough organization to assure substantive, consistent training in systems science methodology and outlook. This program is recommended if students wish to pursue a program that does not follow conventional lines. It is an especially advantageous

degree for a double major in association with mathematics, physics, economics or another engineering discipline. The program can be planned to provide a desirable background for graduate work in biological, medical or management fields. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the School of Engineering and:

| Courses  | Units      |
|--|------------|
| Humanities and social sciences electives   | 18         |
| Mathematics, science and engineering electives   | 24         |
| Required courses: ESE 205, ESE 351, ESE 403, and ESE 441   | 12         |
| Computer Science requirement (CSE 131)   | 3          |
| Systems science and engineering electives (ESE 400–428, ESE 437, ESE 440–459, ESE 470–489, ESE 500–529, ESE 540–559) | 15         |
| Free electives   | 48         |
| <b>Total</b>   | <b>120</b> |

The program must include at least 48 units at the 300 level or higher.

## The Second Major in Electrical Engineering Science

A second major in electrical engineering science is ideal for students majoring in many areas, such as mathematics, physics, chemistry and biology. Students in the School of Engineering & Applied Science as well as the other undergraduate divisions at Washington University now have the opportunity to pursue a second major in electrical engineering science. Students are not allowed to add this second major to either the BS in Electrical Engineering or the BS in Applied Science (Electrical Engineering).

The requirements for a second major in electrical engineering science are:

| Code    | Title  | Units |
|---------|--|-------|
| ESE 230 | Introduction to Electrical and Electronic Circuits | 4     |
| ESE 260 | Introduction to Digital Logic and Computer Design  | 3     |
| ESE 351 | Signals and Systems                                | 3     |

And one of the following:

| Code    | Title                               | Units |
|---------|-------------------------------------|-------|
| ESE 232 | Introduction to Electronic Circuits | 3     |
| ESE 318 | Engineering Mathematics A           | 3     |
| ESE 319 | Engineering Mathematics B           | 3     |

|         |  |   |
|---------|--|---|
| ESE 326 | Probability and Statistics for Engineering | 3 |
| ESE 330 | Engineering Electromagnetics Principles    | 3 |

And seven 3-unit ESE courses in the Electrical Engineering area chosen from:

| Code        | Title   | Units |
|-------------|---|-------|
| ESE 330–399 |   |       |
| ESE 400     | Independent Study                                 | 1-3   |
| ESE 405     | Reliability and Quality Control                   | 3     |
| ESE 407     | Analysis and Simulation of Discrete Event Systems | 3     |
| ESE 425     | Random Processes and Kalman Filtering             | 3     |

ESE 429–499

ESE 503–589

The above program assumes the completion of the following courses:

| Code         | Title                  | Units |
|--------------|------------------------|-------|
| Math 132     | Calculus II            | 6     |
| & Math 233   | and Calculus III       |       |
| Math 217     | Differential Equations | 3     |
| CSE 131      | Computer Science I     | 3     |
| Physics 117A | General Physics I      | 4     |
| Physics 118A | General Physics II     | 4     |

Students may petition to substitute electrical science-oriented courses from other disciplines in Arts & Sciences for up to two of the above 11 courses (for example, certain courses in physics or applied mathematics). When such substitutions are employed, the total number of units for non-Arts & Sciences courses is 31 or 32 units. Within this second major in electrical engineering science, areas of concentration are possible in: applied physics, signal processing, and control systems. The second major in the electrical engineering science program comprises a total of 34 or 35 units. To design a customized program, contact the director of the program Professor R. Martin Arthur ([rma@wustl.edu](mailto:rma@wustl.edu)).

## The Second Major in Systems Science

A second major in systems science is ideal for study in many areas such as physics, chemistry, economics, finance, supply chain management, and computational biology. Students in the School of Engineering as well as the other undergraduate divisions at Washington University have the opportunity to pursue a second major in systems science in the Preston M. Green Department of Electrical & Systems Engineering in the School of Engineering & Applied Science. Students are not

allowed to add this second major to either the BS in SSE or the BS in Applied Science (SSE).

The requirements for a second major in systems science are:

| Code     | Title                              | Units |
|----------|------------------------------------|-------|
| ESE 205  | Introduction to Engineering Design | 3     |
| Math 309 | Matrix Algebra                     | 3     |
| ESE 351  | Signals and Systems                | 3     |
| ESE 403  | Operations Research                | 3     |

One of the following:

| Code    | Title                                      | Units |
|---------|--|-------|
| ESE 318 | Engineering Mathematics A                  | 3     |
| ESE 319 | Engineering Mathematics B                  | 3     |
| ESE 326 | Probability and Statistics for Engineering | 3     |
| ESE 441 | Control Systems                            | 3     |

Eight 3-unit ESE courses in the Systems area chosen from:

- ESE 318 through 326
- ESE 400 through 428
- ESE 437
- ESE 440 through 459
- ESE 470 through 489
- ESE 500 through 529
- ESE 540 through 559

Students may petition to substitute systems-oriented courses from other disciplines in Arts & Sciences for two of these eight courses (for example, courses in computational physics, econometrics or computational mathematics). When such substitutions are employed, the total number of units for non-Arts & Sciences courses will be 30 units.

Within this second major in systems science, areas of concentration are possible in: robotics, control systems, and operations research.

This totals 34 to 40 units of systems science, depending on student's use of the substitution option for upper-level electives. To design a customized program, contact the departmental associate chair Professor Hiro Mukai (<https://ese.wustl.edu/faculty/Pages/default.aspx?bio=75>) or the director of the program Professor Heinz Schaettler (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx>).

## The Second Major in Financial Engineering

A second major in financial engineering is ideal for students who are interested in careers or graduate school in financial engineering, quantitative finance, or related fields. This program covers classes in engineering, computer science and business.

Background Course Work: 18 units

| Code         | Title                                      | Units |
|--------------|--|-------|
| CSE 131      | Computer Science I                         | 3     |
| ESE 326      | Probability and Statistics for Engineering | 3     |
| or QBA 121   | Managerial Statistics II                   |       |
| or Econ 413  | Introduction to Econometrics               |       |
| or Math 439  | Linear Statistical Models                  |       |
| Math 217     | Differential Equations                     | 3     |
| Math 233     | Calculus III                               | 3     |
| Math 309     | Matrix Algebra                             | 3     |
| MEC 290      | Microeconomics                             | 3     |
| or Econ 4011 | Intermediate Microeconomic Theory          |       |

Engineering Professional Core Requirements: 15 units

| Code        | Title                                      | Units |
|-------------|--|-------|
| CSE 240     | Logic and Discrete Mathematics             | 3     |
| CSE 247     | Data Structures and Algorithms             | 3     |
| CSE 417T    | Introduction to Machine Learning           | 3     |
| or CSE 427S | Cloud Computing with Big Data Applications |       |
| ESE 403     | Operations Research                        | 3     |
| or ESE 415  | Optimization                               |       |
| ESE 427     | Financial Mathematics                      | 3     |

Olin Professional Core Requirements: 9 units

| Code      | Title                                    | Units |
|-----------|--|-------|
| ACCT 2610 | Principles of Financial Accounting       | 3     |
| FIN 340   | Capital Markets and Financial Management | 3     |
| FIN 441   | Investments                              | 3     |

Olin Elective Courses: 6 units minimum

| Code     | Title  | Units |
|----------|--|-------|
| FIN 500Q | Quantitative Risk Management                   | 3     |
| FIN 537  | Advanced Derivative Securities                 | 3     |
| FIN 539  | Mathematical Finance                           | 1.5   |
| FIN 551  | Advanced Fixed Income and Credit Risk Modeling | 2     |
| FIN 552  | Fixed Income Derivatives                       | 1.5   |

Financial Mathematics (ESE 427) is to be taken after Capital Markets and Financial Management (FIN 340) and to be taken before the 6 credit hours of FIN 500+.

Students must have a 3.0 or higher GPA to pursue this second major, which includes the cumulative GPA, business GPA, and engineering GPA.

For students earning School of Engineering & Applied Science undergraduate degrees:

- A maximum of 12 units may be double-counted for this second major and an engineering or computer science undergraduate degree (this does not include the background course work).

To design a customized program, contact the director of the program Professor Zachary Feinstein (<https://ese.wustl.edu/faculty/Pages/default.aspx?bio=69>).

## Minors

Please refer to the sections below for information about the minors in **applied physics & electrical engineering** (p. 982), **electrical engineering** (p. 983), **energy engineering (ESE)** (p. 983), **mechatronics (ESE)** (p. 983), **robotics** (p. 984), and **systems science & engineering** (p. 984).

## The Minor in Applied Physics & Electrical Engineering

(Program Director: Dr. Jung-Tsung Shen (<https://engineering.wustl.edu/Profiles/Pages/Jung-Tsung-Shen.aspx>))

Units required: 19

The minor in applied physics & electrical engineering provides students with course work that will enhance their background, knowledge and skills in the topical area of applied physics and electrical engineering. This program covers classes in several fields of science and engineering, encompassing electronics, solid-state devices, applied electromagnetics, RF and microwave technology, fiber-optic communication, applied optics, nanophotonics, sensors, and medical and biological imaging technology.

This program consists of six courses total: one required course, two core courses and three electives. At least three courses among the six courses must be ESE courses taught by the ESE department and not taught by other departments by means of cross-listing. Students who complete the following requirements in Applied Physics & Electrical Engineering subjects at Washington University as specified below may be awarded a minor in applied physics & engineering.

**Target students:** Students who are interested in applied physics and electrical engineering applications.

**Prerequisite:** ESE 318 Engineering Mathematics A, or equivalent, is recommended.

### Course requirements:

1. **Required course:**  
ESE 230 Introduction to Electrical and Electronic Circuits
2. **One core lab course** from the following list:  
ESE 331 Electronics Laboratory; or Physics 321 Electronics Laboratory  
ESE 435 Electrical Energy Laboratory
3. **One core course** from the following list:

ESE 232 Introduction to Electronic Circuits  
ESE 330 Engineering Electromagnetics Principles; or  
Physics 421 Electricity and Magnetism  
ESE 337 Electronic Devices and Circuits  
ESE 444 Sensors and Actuators  
Physics 471 Quantum Mechanics

4. **Three electives** from the following list. These three courses  
(i) must exclude the course selected in the requirement (3)  
above, and (ii) must include at least one Physics course:

| Code        | Title   | Units |
|-------------|---|-------|
| ESE 232     | Introduction to Electronic Circuits                           | 3     |
| ESE 330     | Engineering Electromagnetics Principles                       | 3     |
| ESE 332     | Power, Energy and Polyphase Circuits                          | 3     |
| ESE 337     | Electronic Devices and Circuits                               | 3     |
| ESE 433     | Radio Frequency and Microwave Technology for Wireless Systems | 3     |
| ESE 434     | Solid-State Power Circuits and Applications                   | 3     |
| ESE 438     | Applied Optics  | 3     |
| ESE 444     | Sensors and Actuators   | 3     |
| ESE 531     | Nano and Micro Photonics                                      | 3     |
| ESE 532     | Introduction to Nano-Photonic Devices                         | 3     |
| ESE 534     | Special Topics in Advanced Electrodynamics                    | 3     |
| ESE 575     | Fiber-Optic Communications                                    | 3     |
| Physics 463 | Statistical Mechanics and Thermodynamics                      | 3     |
| Physics 471 | Quantum Mechanics   | 3     |
| Physics 472 | Solid State Physics   | 3     |
| Physics 537 | Kinetics of Materials   | 3     |

## The Minor in Electrical Engineering

Units required: 16

Required courses:

| Code    | Title  | Units |
|---------|--|-------|
| ESE 230 | Introduction to Electrical and Electronic Circuits | 4     |
| ESE 330 | Engineering Electromagnetics Principles            | 3     |
| ESE 351 | Signals and Systems                                | 3     |

**Electives:** Students must select two electrical engineering elective courses from the following list:

| Code        | Title   | Units |
|-------------|---|-------|
| ESE 232     | Introduction to Electronic Circuits               | 3     |
| ESE 260     | Introduction to Digital Logic and Computer Design | 3     |
| ESE 330–399 |   |       |
| ESE 429–499 | with the exception of ESE 431                     |       |

For more information, contact the director for the minor (Professor R. Martin Arthur (rma@wustl.edu)) or visit the ESE website (<http://ese.wustl.edu>).

## The Minor in Energy Engineering (ESE)

This minor will provide students with course work that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor covers classes in several fields of science and engineering, encompassing the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science. A minor in energy engineering requires the completion of 18 units. It is open to undergraduate students pursuing an engineering major, students from the sciences (biology, chemistry, physics) in Arts & Sciences, and students pursuing the environmental studies major. The detailed requirements for the minor can be found on the Energy, Environmental & Chemical Engineering Minors page (p. 1002). Questions regarding the minor should be directed to a member of the committee for the energy engineering minor: Professor Pratim Biswas (EECE) (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>), Professor Hiro Mukai (ESE) (<https://engineering.wustl.edu/Profiles/Pages/Hiro-Mukai.aspx>) or Professor David Peters (MEMS) (<https://engineering.wustl.edu/Profiles/Pages/David-Peters.aspx>).

## Committee to Oversee Energy Engineering Minor

**Pratim Biswas** (EECE, Coordinator)

**Hiro Mukai** (ESE)

**David Peters** (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program be cohesive.

Visit the ESE website (<http://ese.wustl.edu>) for more information.

## The Minor in Mechatronics (ESE)

(Program Director: Heinz Schaettler)

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical

components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

**Four required courses:**

| Code        | Title  | Units |
|-------------|--|-------|
| MEMS 255    | Engineering Mechanics II (Dynamics)                          | 3     |
| MEMS 411    | Mechanical Engineering Design Project (Mechatronics project) | 3     |
| ESE 444     | Sensors and Actuators  | 3     |
| ESE 446     | Robotics: Dynamics and Control                               | 3     |
| Total Units |  | 12    |

**Two electives from the following:**

| Code                    | Title   | Units |
|-------------------------|---|-------|
| MEMS 4301<br>or ESE 441 | Modeling, Simulation and Control<br>Control Systems | 3     |
| MEMS 4310               | Dynamics and Vibrations                             | 3     |
| MEMS 5101               | Analysis and Design of Fluid-Power Systems          | 3     |
| ESE 337                 | Electronic Devices and Circuits                     | 3     |
| ESE 482                 | Digital Signal Processing                           | 3     |
| CSE 467S                | Embedded Computing Systems                          | 3     |

**Prerequisite:**

Basic programming course: CSE 131 Computer Science I

Visit the ESE website (<http://ese.wustl.edu>) for more information.

## The Minor in Robotics

Robotic systems have wide applications in modern technology and manufacturing. Robots can vary in complexity and use,

from microrobots for surgical procedures to moderate-size robots common in manufacturing and undersea exploration to macrorobots used for disposal of nuclear wastes and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in design and use of robots.

**Units required:** 18

**Prerequisites:**

| Code                           | Title                            | Units |
|--------------------------------|----------------------------------|-------|
| Math 217                       | Differential Equations           | 3     |
| Physics 117A<br>or Physics 197 | General Physics I<br>Physics I   | 4     |
| Physics 118A<br>or Physics 198 | General Physics II<br>Physics II | 4     |
| CSE 131                        | Computer Science I               | 3     |

**Required courses:**

| Code                    | Title  | Units |
|-------------------------|--|-------|
| MEMS 255                | Engineering Mechanics II                       | 3     |
| ESE 351<br>or MEMS 4310 | Signals and Systems<br>Dynamics and Vibrations | 3     |
| ESE 446                 | Robotics: Dynamics and Control                 | 3     |
| ESE 447                 | Robotics Laboratory                            | 3     |
| Total Units             |  | 12    |

Plus two courses chosen with the approval of the director of the program for a minor in robotics. Suggested courses are:

| Code                    | Title   | Units |
|-------------------------|---|-------|
| CSE 417T                | Introduction to Machine Learning                    | 3     |
| CSE 452A                | Computer Graphics                                   | 3     |
| CSE 546T                | Computational Geometry                              | 3     |
| ESE 407                 | Analysis and Simulation of Discrete Event Systems   | 3     |
| ESE 435                 | Electrical Energy Laboratory                        | 3     |
| ESE 441<br>or MEMS 4301 | Control Systems<br>Modeling, Simulation and Control | 3     |
| MEMS 3110               | Machine Elements                                    | 3     |

To find out more about this minor, contact the director (Heinz Schaeffler (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaeffler.aspx>)) of the program.

## The Minor in Systems Science & Engineering

This minor consists of fundamental courses in control systems and operations research. In the area of control systems, students will be introduced to design techniques for controlling engineering and socioeconomic systems such as airplanes, automobiles, nuclear reactors, ecological systems,

communication networks, the nation's economy, and biological systems. In the area of operations research, students are introduced to techniques for optimally managing business resources and controlling business networks such as supply chains.

**Requirements:**

Students who complete 15 units of course work in Systems Science & Engineering at Washington University as specified below may be awarded a minor in systems science & engineering.

**The required courses for the minor are:**

| Code                  | Title  | Units |
|-----------------------|--|-------|
| ESE 151               | Introduction to Systems Science and Engineering    | 2     |
| ESE 351               | Signals and Systems                                | 3     |
| ESE 403<br>or ESE 404 | Operations Research<br>Applied Operations Research | 3     |
| ESE 441               | Control Systems                                    | 3     |

Students must select one Systems Science & Engineering elective course from the following list: ESE 400 through 425 except 409; ESE 437; ESE 440 through 459 except 449; ESE 470 through 489.

**Prerequisites:**

A student who has finished engineering common studies courses needs to take only ESE 318 in addition to the above five courses. The student may start taking ESE 151 before taking Math 217 or Math 233.

For more information, contact the director (Heinz Schaettler (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx>)) for the minor.

## Courses

Visit online course listings to view semester offerings for E35 ESE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E35&crslvl=1:5>).

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### E35 ESE 101 Introduction to Engineering Tools: MATLAB and Simulink

MATLAB and Simulink are important tools in quickly analyzing different designs in many engineering disciplines and are also perhaps the most used software in many engineering schools. Gain skills in the basics of the array-based language MATLAB to write programs, including scripts and functions, to calculate and display variables and images. Learn the basics of Simulink to build and simulate models from standard blocks. Discover both MATLAB and Simulink in an environment with supervised practice and hands-on experience. Practice problems are chosen from different engineering fields as well as from a few socio-economic fields so that students can see the software being exploited in real life applications. This is a pass/fail course. Prerequisite: freshman standing.

Credit 1 unit. EN: TU

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### E35 ESE 103 Introduction to Electrical Engineering

A hands-on introduction to electrical engineering to put the fun into the electrical engineering fundamentals. Experiments are designed to be easy to conduct and understand. Some of the technologies explored are used in a variety of applications including ultrasound imaging, computed tomography, DC motors, analog to digital converters and credit card readers. Students work in groups of two in the newly renovated Urbauer 115 laboratory. Each station is equipped with modern electronic test equipment and a computer with an integrated Data Acquisition system. Using this lab equipment, students design and build solutions to the exercises. The students also learn to program in LabVIEW to control the Data Acquisition system and process the acquired signals. Also, throughout the semester, presentations are given by the ESE faculty about their research.

Credit 1 unit. EN: TU

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### E35 ESE 141 Introductory Robotics

A hands-on introduction to robotics. Project-oriented course where students build and program a robot guided by upper-division students. Friendly competition at the end of semester. Students gain electrical lab experience, programming experience, and a guided introduction into the field of robotics. Recommended to freshmen and sophomores. This is a pass/fail course.

Credit 1 unit. EN: TU

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### E35 ESE 151 Introduction to Systems Science and Engineering

Systems Science and Engineering (SSE) has grown in applicability to many industries. This course will provide an overview of the broad applicability of the analytical methods studied in SSE, as well as introduce many of these analytical methods. Each module of the course will present a domain area (e.g., energy, health care, etc.) with examples of how one of the SSE analytical methods (e.g., optimization, discrete event systems, etc.) is used with assistance of one of the many computing tools available for SSE-style projects (e.g., MATLAB, SIMUL8, etc.). The course will close with a final, exploratory project and presentation of an analytical method of the students' choosing and how this is applied to an industry of their choosing. (Not open to seniors or graduate students.) Corequisite: Math 132, Physics 117A or 197.

Credit 2 units. EN: TU

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### E35 ESE 205 Introduction to Engineering Design

A hands-on course where students, divided in groups of two or three, will creatively solve one problem throughout the semester using tools from electrical and systems engineering. The groups choose their own schedule and work under the supervision of an academic team consisting of faculty and higher-level students. The evaluation considers the completion of objectives set by the students with help of the academic team, as well as the originality, innovation, and impact of the project. Prerequisites: CSE 131, Physics 117A or equivalent.

Credit 3 units. EN: TU

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### E35 ESE 230 Introduction to Electrical and Electronic Circuits

Electrical energy, current, voltage, and circuit elements. Resistors, Ohm's Law, power and energy, magnetic fields

and DC motors. Circuit analysis and Kirchhoff's voltage and current laws. Thevenin and Norton transformations and the superposition theorem. Measuring current, voltage and power using ammeters and voltmeters. Energy and maximum electrical power transfer. Computer simulations of circuits. Reactive circuits, inductors, capacitors, mutual inductance, electrical transformers, energy storage, and energy conservation. RL, RC and RLC circuit transient responses, biological cell action potentials due to Na and K ions. AC circuits, complex impedance, RMS current and voltage. Electrical signal amplifiers and basic operational amplifier circuits. Inverting, noninverting, and difference amplifiers. Voltage gain, current gain, input impedance, and output impedance. Weekly laboratory exercises related to the lectures are an essential part of the course. Prerequisite: Physics 118A. Corequisite: Math 217. Credit 4 units. EN: TU

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### E35 ESE 232 Introduction to Electronic Circuits

Analysis and design of linear electronic circuits. Terminal characteristics of active semiconductor devices. Incremental and DC models for diodes, metal-oxide-semiconductor field effect transistors (MOSFETs) and bipolar junction transistors (BJTs). Design and analysis of single- and multistage amplifiers. Volatile and nonvolatile memories. Understanding of common application circuits (e.g., operational amplifier, memories) in integrated circuit chips. Semester-long design project. Prerequisite: ESE 230. Credit 3 units. EN: TU

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### E35 ESE 260 Introduction to Digital Logic and Computer Design

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisite: CSE 131. Same as E81 CSE 260M. Credit 3 units. EN: TU

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### E35 ESE 297 Introduction to ESE Undergraduate Research Projects

This course is offered to students at all levels from all departments. The course is designed to give students some hands-on experience by implementing projects that use the lab PCs, the sbRIO robots from National Instruments, acoustic sensors, bio-medical sensors and 3D cameras. These projects are implemented in LabVIEW and Matlab and should prepare the students to work on topics that include the Robotic Sensing Undergraduate Research Projects in subsequent semesters. Note that under ESE 497 Undergraduate Research, students may select the Robotic Sensing Projects as well as other projects. Working in groups, students implement algorithms that run on PCs and our wireless robotic platforms to track a moving audio source. Also, they use an EEG system to implement a Brain Computer Interface (BCI) project and work with the new Kinect camera from Microsoft. Corequisite: CSE 131 or equivalent. Credit 3 units.

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### E35 ESE 318 Engineering Mathematics A

Laplace transforms; matrix algebra; vector spaces; eigenvalues and eigenvectors; vector differential calculus and vector integral calculus in three dimensions. Prerequisites: Math 233 and Math 217 or their equivalents. Credit 3 units.

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### E35 ESE 319 Engineering Mathematics B

Power series and Frobenius series solutions of differential equations; Legendre's equation; Bessel's equation; Fourier series and Fourier transforms; Sturm-Liouville theory; solutions of partial differential equations; wave and heat equations. Prerequisites: Math 233 and Math 217 or their equivalents. Credit 3 units.

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### E35 ESE 326 Probability and Statistics for Engineering

Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications. Prerequisites: Math 233 or equivalent. Credit 3 units. EN: TU

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### E35 ESE 330 Engineering Electromagnetics Principles

Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines, TEM modes, including treatment of general lossless lines, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts. Prerequisites: Physics 118A and ESE 318 En Math A. Corequisite: ESE 319 En Math B. Credit 3 units. EN: TU

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### E35 ESE 331 Electronics Laboratory

Laboratory exercises provide students with a combination of hands-on experience in working with a variety of real instruments and in working in a simulated "virtual" laboratory setting. A sequence of lab experiments provide hands-on experience with grounding and shielding techniques, signal analysis, realistic operation amplifier (op amp) characterization, op amp based active filters characterization, MOSFET chopper/amplifier behavior, measurement of pulses propagating on a transmission line with various terminations, experience with both AM and FM modulation. Students will gain experience in working with: sampling oscilloscopes, various signal generators, frequency counters, digital multimeters, spectrum analyzers, and contemporary connection boards. The course concludes with a hands-on project to design and demonstrate an electronic component. Prerequisites: ESE 230, ESE 232; Corequisite: ESE 330. Credit 3 units. EN: TU

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### E35 ESE 332 Power, Energy and Polyphase Circuits

Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical

power systems; polyphase circuit theory and calculations; principal elements of electrical systems such as transformers, rotating machines, control and protective devices, their description and characteristics; elements of industrial power system design. Prerequisite: ESE 230.  
Credit 3 units. EN: TU

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### E35 ESE 337 Electronic Devices and Circuits

Introduction to semiconductor electronic devices: transistors and diodes. Device electrical DC and high-frequency characteristics. Bipolar transistors and MOSFET transistors for analog electronics applications. Transistor fabrication as integrated-circuit chips and fundamentals of very large scale integration (VLSI). Large-signal and small-signal analysis of transistor amplifiers: voltage gain, input resistance and output resistance. Analysis of multitransistor amplifiers: cascoded amplifiers and differential amplifiers. Analysis of feedback circuits, operational amplifiers, stability, frequency compensation. Fundamentals of Analog VLSI Layout and post-layout simulation of operational amplifiers. Prerequisite: ESE 232.  
Credit 3 units. EN: TU

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### E35 ESE 351 Signals and Systems

Introduction to concepts and methodology of linear dynamic systems in relation to discrete- and continuous-time signals. Mathematical modeling. Representation of systems and signals. Fourier, Laplace, and Z-transforms and convolution. Input-output description of linear systems: impulse response, transfer function. Time-domain and frequency-domain system analysis: transient and steady-state responses, system modes, stability, frequency spectra and frequency responses. System design: filter, modulation, sampling theorem. Continuity is emphasized from analysis to synthesis. Use of Matlab. Prerequisites: Physics 117A-118A, Math 217, CSE 131, matrix addition and multiplication; Corequisite: ESE 318.  
Credit 3 units. EN: TU

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### E35 ESE 362 Computer Architecture

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: Processor architecture, Instruction Set Architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.  
Same as E81 CSE 362M  
Credit 3 units. EN: TU

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### E35 ESE 400 Independent Study

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Not open to first-year or graduate students. Consult adviser. Hours and credit to be arranged.  
Credit variable, maximum 3 units.

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### E35 ESE 401 Fundamentals of Engineering Review

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include: engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and

responsibilities of professional engineering licensure along with ethics will be included.  
Same as E37 MEMS 4001  
Credit 1 unit.

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### E35 ESE 403 Operations Research

Introduction to the mathematical aspects of various areas of operations research, with additional emphasis on problem formulation. This is a course of broad scope, emphasizing both the fundamental mathematical concepts involved, and also aspects of the translation of real-world problems to an appropriate mathematical model. Subjects to be covered include linear and integer programming, network problems, and dynamic programming. Prerequisites: CSE 131, Math 309, and ESE 326, or permission of instructor.  
Credit 3 units. EN: TU

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### E35 ESE 404 Applied Operations Research

Application of operations research techniques to real-world problems. Emphasis is given to integer linear programming and computational methods. Real-world examples of integer programs will be studied in areas such as network flow, facility location, partitioning, matching, and transportation. Special emphasis will be placed on techniques used to solve integer programs. Prerequisites: ESE 403 and CSE 131.  
Credit 3 units. EN: TU

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### E35 ESE 405 Reliability and Quality Control

An integrated analysis of reliability and quality control function in manufacturing. Statistical process control, acceptance sampling, process capability analysis, reliability prediction, design, testing, failure analysis and prevention, maintainability, availability, and safety are discussed and related. Qualitative and quantitative aspects of statistical quality control and reliability are introduced in the context of manufacturing. Prerequisite: ESE 326 or equivalent.  
Credit 3 units. EN: TU

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### E35 ESE 407 Analysis and Simulation of Discrete Event Systems

Study of the dynamic behavior of discrete event systems and techniques for analyzing and optimizing the performance of such systems. Covers both classical and recent approaches. Classical topics include Markov chains, queueing theory, networks of queues, related algorithms and simulation methods. Recent approaches include decomposition and aggregation, approximation, and perturbation analysis of nonclassical systems. Applications are drawn from various areas, including production systems. Prerequisites: Math 217, ESE 326 or equivalent, programming experience such as CSE 131 or CSE 200.  
Credit 3 units. EN: TU

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### E35 ESE 408 A System Dynamics Approach to Designing Sustainable Policies and Programs

Principles and practice of modeling dynamic systems in the sciences, engineering, social sciences and business. Model structure and its relationships to prior knowledge and assumptions, measurable quantities and ultimate use in solving problems in application areas. Problems considered are in the areas of intervention, policy making, business and engineering systems. Model verification. The basic theory and practice of

system dynamics. Quantitative methods are emphasized. Senior or graduate standing.  
Credit 3 units. EN: TU

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### E35 ESE 415 Optimization

Optimization problems with and without constraints. The projection theorem. Convexity, separating hyperplane theorems; Lagrange multipliers, Kuhn-Tucker-type conditions, duality; computational procedures. Use of optimization techniques in engineering design. Prerequisites: CSE 131, Math 309 and ESE 318 or permission of instructor.  
Credit 3 units. EN: TU

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### E35 ESE 425 Random Processes and Kalman Filtering

Probability and random variables; random processes; linear dynamic systems and random inputs; autocorrelation; spectral density; the discrete Kalman filter; applications; the extended Kalman filter for nonlinear dynamic systems. Kalman filter design using a computer package, mean square estimation; maximum likelihood; Wiener filtering and special factorization, LQG/LTR control. Prerequisite: ESE 326 and ESE 351 or equivalent.  
Credit 3 units. EN: TU

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### E35 ESE 427 Financial Mathematics

This course is a self-contained introduction to financial mathematics at the undergraduate level. Topics to be covered include pricing of the financial instruments such as options, forwards, futures and their derivatives along with basic hedging techniques and portfolio optimization strategies. The emphasis is put on using of discrete, mostly binary models. The general, continuous case including the concepts of Brownian motion, stochastic integral, and stochastic differential equations, is explained from intuitive and practical point of view. Among major results discussed are the Arbitrage Theorem and Black-Scholes differential equations and their solutions. Prerequisites: ESE 318 and ESE 326 or the consent of the instructor.  
Credit 3 units. EN: TU

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### E35 ESE 429 Basic Principles of Quantum Optics and Quantum Information

This course provides an accessible introduction to quantum optics and quantum engineering for undergraduate students. This course covers the following topics: concept of photons, quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, Sub-/Super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, atoms in cavities. The course will also provide an overview for quantum information processing: quantum computing, quantum cryptography, and teleportation. Prerequisite: Engineering Mathematics 318 or equivalent.  
Credit 3 units. EN: TU

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### E35 ESE 433 Radio Frequency and Microwave Technology for Wireless Systems

Focus is on the components and associated techniques employed to implement analog and digital radio frequency (RF) and microwave (MW) transceivers for wireless applications, including: cell phones; pagers; wireless local area networks; global positioning satellite-based devices; and RF identification systems. A brief overview of system-level considerations is provided, including modulation and detection approaches for

analog and digital systems; multiple-access techniques and wireless standards; and transceiver architectures. Focus is on RF and MW: transmission lines; filter design; active component modeling; matching and biasing networks; amplifier design; and mixer design. Prerequisite: ESE 330.  
Credit 3 units. EN: TU

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### E35 ESE 434 Solid-State Power Circuits and Applications

Study of the strategies and applications power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives and consumer electronics. Introduction to power diodes, thyristors and MOSFETs. Prerequisites: ESE 232, ESE 351.  
Credit 3 units. EN: TU

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### E35 ESE 435 Electrical Energy Laboratory

Experimental studies of principles important in modern electrical energy systems. Topics include: AC power measurements, electric lighting, photovoltaic cells and arrays, batteries, DC-DC and DC-AC converters, and three-phase circuits. Each experiment requires analysis, simulation with MultiSim, and measurement via LabView and the Elvis II platform. Prerequisites: ESE 230 and ESE 351.  
Credit 3 units. EN: TU

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### E35 ESE 436 Advanced Electronic Devices

The physics of state-of-the-art electronic devices. Devices studied include novel diode structures (light-emitting diodes, semiconductor laser diodes), high-power devices (SCRs, TRIACs and power transistors), and high-speed devices. High-speed devices include heterojunction bipolar (HBT), heterojunction field-effect (HFET) and high electron mobility (HEMT) transistors used in very high-speed systems (up to 100 GHz). Advanced bipolar transistors (poly-Si), used in high-speed microprocessors, examined; also materials properties, transport mechanisms, band structure and physics of these devices. Prerequisite: ESE 336.  
Credit 3 units. EN: TU

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### E35 ESE 437 Sustainable Energy Systems

We will survey the field of sustainable energy and explore contributions within electrical and systems engineering. Topics include introductory electric power systems, smart grids, and the roles of heat engines, photovoltaics, wind power, and energy storage, as well as analysis and optimization of energy systems. The course will include review and discussion of literature, problem sets, exams, and student projects. Prerequisites: ESE 318 or 319 and ESE 230 or ESE 351 or permission of instructor.  
Credit 3 units. EN: TU

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### E35 ESE 438 Applied Optics

Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices. Prerequisite: ESE 330 or equivalent.  
Credit 3 units. EN: TU

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### E35 ESE 439 Introduction to Quantum Communications

This course covers the following topics: quantum optics, single-mode and two-mode quantum systems, nonlinear optics, and quantum systems theory. Specific topics include

the following: Dirac notation quantum mechanics; harmonic oscillator quantization; number states, coherent states, and squeezed states; direct, homodyne, and heterodyne detection; linear propagation loss; phase insensitive and phase sensitive amplifiers; entanglement and teleportation; field quantization; quantum photodetection; phase-matched interactions; optical parametric amplifiers; generation of squeezed states, photon-twin beams, non-classical fourth-order interference, and polarization entanglement; optimum binary detection; quantum precision measurements; and quantum cryptography. Prerequisites: ESE 330 or Physics 421; Physics 217 or equivalent.

Credit 3 units. EN: TU

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### E35 ESE 441 Control Systems

Introduction to the theory and practice of automatic control for dynamical systems. Dynamical systems as models for physical and observed phenomena. Mathematical representation of dynamical systems, such as state-space differential and difference equations, transfer functions, and block diagrams. Analysis of the time evolution of a system in response to control inputs, steady-state and transient responses, equilibrium points and their stability. Control via linear state feedback, and estimation using Leunberger observers. Relating the time response of a system to its frequency response, including Bode and Nyquist plots. Input-output stability and its relation to the stability of equilibrium points. Simple frequency-based controllers, such as PID and lead-lag compensators. Exercise involving the use of MATLAB/Simulink (or equivalent) to simulate and analyze systems. Prerequisites: CSE 131, and either ESE 351 or MEMS 431.

Credit 3 units. EN: TU

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### E35 ESE 444 Sensors and Actuators

The course provide engineering students with basic understanding of two of the main components of any modern electrical or electromechanical system; sensors as inputs and actuators as outputs. The covered topics include transfer functions, frequency responses and feedback control. Component matching and bandwidth issues. Performance specification and analysis, Sensors: analog and digital motion sensors, optical sensors, temperature sensors, magnetic and electromagnetic sensors, acoustic sensors, chemical sensors, radiation sensors, torque, force and tactile sensors. Actuators: stepper motors, DC and AC motors, hydraulic actuators, magnet and electromagnetic actuators, acoustic actuators. Introduction to interfacing methods: bridge circuits, A/D and D/A converters, microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering. Prerequisites: one of the following 4 conditions: (1) prerequisite of ESE 230 and corequisite of ESE 351; (2) prerequisites of ESE 230, ESE 318 and MEMS 255 (Mechanics II); (3) prerequisites of ESE 151 and ESE 351; (4) permission of instructor.

Credit 3 units. EN: TU

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### E35 ESE 446 Robotics: Dynamics and Control

Homogeneous coordinates and transformation matrices. Kinematic equations and the inverse kinematic solutions for manipulators, the manipulator Jacobian and the inverse Jacobian. General model for robot arm dynamics, complete dynamic coefficients for six-link manipulator. Synthesis of manipulation control, motion trajectories, control of single- and multiple-link manipulators, linear optimal regulator. Model reference adaptive control, feedback control law for

the perturbation equations along a desired motion trajectory. Design of the control system for robotics. Prerequisites: ESE 351, knowledge of a programming language, and ESE 318; Corequisite: ESE 441.

Credit 3 units. EN: TU

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### E35 ESE 447 Robotics Laboratory

Introduces the students to various concepts such as modeling, identification, model validation and control of robotic systems. The course focuses on the implementation of identification and control algorithms on a two-link robotic manipulator (the so-called pendubot) that will be used as an experimental testbed. Topics include: introduction to the mathematical modeling of robotic systems; nonlinear model, linearized model; identification of the linearized model: input-output and state-space techniques; introduction to the identification of the nonlinear model: energy-based techniques; model validation and simulation; stabilization using linear control techniques; a closer look at the dynamics; stabilization using nonlinear control techniques. Prerequisite: ESE 351 or MEMS 431. Corequisites or Prerequisites: ESE 441 and 446.

Credit 3 units. EN: TU

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### E35 ESE 448 Systems Engineering Laboratory

Experimental study of real and simulated systems and their control. Identification, input-output analysis, design and implementation of control systems. Noise effects. Design and implementation of control laws for specific engineering problems. Corequisites: ESE 441 and knowledge of a programming language.

Credit 3 units. EN: TU

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### E35 ESE 449 Digital Process Control Laboratory

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project. Prerequisite: ESE 441 or EECE 401 or equivalent. (Prior to FL2015, this course was numbered: E63 433.)

Same as E44 EECE 424

Credit 3 units. EN: TU

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### E35 ESE 455 Quantitative Methods for Systems Biology

Application of computational mathematical techniques to problems in contemporary biology. Systems of linear ordinary differential equations in reaction-diffusion systems, hidden Markov models applied to gene discovery in DNA sequence, ordinary differential equation and stochastic models applied to gene regulation networks, negative feedback in transcription and metabolic pathway regulation. Prerequisites: (1) Math 217 Differential Equations and (2) a programming course and familiarity with MATLAB.

Credit 3 units. EN: TU

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### E35 ESE 460 Switching Theory

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential

techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M.

Same as E81 CSE 460T

Credit 3 units. EN: TU

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### **E35 ESE 461 Design Automation for Integrated Circuit Systems**

Integrated circuit systems provide the core technology that power today's most advanced devices and electronics: smart phones, wearable devices, autonomous robots, and cars, aerospace or medical electronics. These systems often consist of silicon microchips made up by billions of transistors and contain various components such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces; therefore, design automation is critical to tackle the design complexity at the system level. The objectives of this course are to 1) introduce transistor-level analysis of basic digital logic circuits; 2) provide a general understanding of hardware description language (HDL) and design automation tools for very large scale integrated (VLSI) systems; 3) expose students to the design automation techniques used in the best-known academic and commercial systems. Topics covered include device and circuits for digital logic circuits, digital IC design flow, logic synthesis, physical design, circuit simulation and optimization, timing analysis, power delivery network analysis. Assignments include homework, mini-projects, term paper and group project. Prerequisites: ESE 232; ESE 260.

Credit 3 units. EN: TU

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### **E35 ESE 462 Computer Systems Design**

Introduction to modern design practices, including the use of FPGA design methodologies. Students use a commercial CAE/CAD system for VHDL-based design and simulation while designing a selected computation system. Prerequisites: CSE 361S and 362M.

Same as E81 CSE 462M

Credit 3 units. EN: TU

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### **E35 ESE 465 Digital Systems Laboratory**

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: CSE 260M and CSE 361S.

Credit 3 units. EN: TU

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### **E35 ESE 467 Embedded Computing Systems**

Introduces the issues, challenges and methods for designing embedded computing systems — systems designed to serve a particular application, which incorporate the use of digital processing devices. Examples of embedded systems include PDAs, cellular phones, appliances, game consoles, automobiles and iPod. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy and I/O. Software issues include languages, run-time environments and program analysis. System-level topics include real-time operating systems, scheduling, power management and wireless sensor networks. Students perform a course project on a real wireless sensor network testbed. Prerequisite: CSE 361S.

Same as E81 CSE 467S

Credit 3 units. EN: TU

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### **E35 ESE 471 Communications Theory and Systems**

Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber and cellular radio. Prerequisites: ESE 351 and ESE 326.

Credit 3 units. EN: TU

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### **E35 ESE 474 Introduction to Wireless Sensor Networks**

This is an introductory course on wireless sensor networks for senior undergraduate students. The course uses a combination of lecturing, reading, and discussion of research papers to help each student to understand the characteristics and operations of various wireless sensor networks. Topics covered include sensor network architecture, communication protocols on Medium Access Control and Routing, sensor network operation systems, sensor data aggregation and dissemination, localization and time synchronization, energy management, and target detection and tracking using acoustic sensor networks. Prerequisite: ESE 351 (Signals and Systems).

Credit 3 units. EN: TU

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### **E35 ESE 482 Digital Signal Processing**

Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The Discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithms. Prerequisite: ESE 351.

Credit 3 units. EN: TU

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### **E35 ESE 488 Signals and Communication Laboratory**

A laboratory course designed to complement the traditional EE course offerings in signal processing and communication theory. Signals and systems fundamentals: continuous-time and discrete-time linear time-invariant systems, impulse and step response, frequency response, A/D and D/A conversion. Digital signal processing: FIR and IIR digital filter design, implementation and application of the Fast Fourier Transform. Communication theory: baseband, digital communication, amplitude modulation, frequency modulation, bandpass digital communication. Laboratory experiments involve analog and digital electronics. Computer workstations and modern computational software used extensively for system simulation and real-time signal processing. Prerequisite: ESE 351.

Credit 3 units. EN: TU

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### **E35 ESE 497 Undergraduate Research**

Undergraduate research under the supervision of a faculty member. The scope and depth of the research must be

approved by the faculty member prior to enrollment. A written final report and a webpage describing the research are required. Credit variable, maximum 3 units.

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**E35 ESE 498 Electrical Engineering Capstone Design Projects**

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a webpage on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: This course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course. Credit 3 units. EN: TU

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**E35 ESE 499 Systems Science and Engineering Capstone Design Project**

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a webpage on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: This course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course. Credit 3 units. EN: TU

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**E35 ESE 500 Independent Study**

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Prerequisite: Students must have the ESE Research/Independent Study Registration Form (PDF) ([https://ese.wustl.edu/research/areas/Documents/Independent%20Study%20Form\\_1.pdf](https://ese.wustl.edu/research/areas/Documents/Independent%20Study%20Form_1.pdf)) approved by the department. Credit variable, maximum 3 units.

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**E35 ESE 501 Mathematics of Modern Engineering I**

Matrix algebra: systems of linear equations, vector spaces, linear independence and orthogonality in vector spaces, eigenvectors and eigenvalues; vector calculus: gradient, divergence, curl, line and surface integrals, theorems of Green, Stokes, and Gauss; Elements of Fourier analysis and its applications to solving some classical partial differential equations, heat, wave, and Laplace equation. Prerequisites: ESE 318 and ESE 319 or equivalent or

consent of instructor. This course will not count toward the ESE doctoral program. Credit 3 units. EN: TU

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**E35 ESE 502 Mathematics of Modern Engineering II**

Fourier series and Fourier integral transforms and their applications to solving some partial differential equations, heat and wave equations; complex analysis and its applications to solving real-valued problems: analytic functions and their role, Laurent series representation, complex-valued line integrals and their evaluation including the residual integration theory, conformal mappings and their applications. Prerequisites: ESE 318 and ESE 319 or ESE 317 or equivalent, or consent of instructor. This course will not count toward the ESE doctoral program. Credit 3 units. EN: TU

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**E35 ESE 512 Advanced Numerical Analysis**

Special topics chosen from numerical solution of partial differential equations, uniform and least-squares approximation spline approximation, Galerkin methods and finite element approximation, functional analysis applied to numerical mathematics, and other topics of interest. Prerequisite: ESE 511 or consent of instructor. Credit 3 units. EN: TU

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**E35 ESE 513 Convex Optimization and Duality Theory**

Graduate introduction to convex optimization with emphasis on convex analysis and duality theory. Topics include: convex sets, convex functions, convex cones, convex conjugates, Fenchel-Moreau theorem, convex duality and biconjugation, directional derivatives, subgradients and subdifferentials, optimality conditions, ordered vector spaces, Hahn-Banach theorem, extension and separation theorems, minimax theorems, and vector and set optimization. Prerequisites: ESE 415, Math 4111. Credit 3 units.

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**E35 ESE 514 Calculus of Variations**

Introduction to the theory and applications of the calculus of variations. Theory of functionals; variational problems for an unknown function; Euler's equation; variable end-point problems; variational problems with subsidiary conditions; sufficient conditions for extrema: applications to optimum control and/or to other fields. A term project is required. Prerequisites: ESE 318 and 319 or ESE 317 or equivalent. Credit 3 units.

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**E35 ESE 516 Optimization in Function Space**

Linear vector spaces, normed linear spaces, Lebesgue integrals, the  $L_p$  spaces, linear operators, dual space, Hilbert spaces. Projection theorem, Hahn-Banach theorem. Hyperplanes and convex sets, Gateaux and Fréchet differentials, unconstrained minima, adjoint operators, inverse function theorem. Constrained minima, equality constraints, Lagrange multipliers, calculus of variations, Euler-Lagrange equations, positive cones, inequality constraints. Kuhn-Tucker theorem, optimal control theory, Pontryagin's maximum principle, successive approximation methods, Newton's methods, steepest descent methods, primal-dual methods, penalty function methods, multiplier methods. Prerequisite: Math 4111. Credit 3 units.

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**E35 ESE 517 Partial Differential Equations**

Linear and nonlinear first order equations. Characteristics. Classification of equations. Theory of the potential linear and nonlinear diffusion theory. Linear and nonlinear wave equations. Initial and boundary value problems. Transform methods. Integral equations in boundary value problems. Prerequisites: ESE 318 and 319 or equivalent or consent of instructor. Credit 3 units. EN: TU

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**E35 ESE 518 Optimization Methods in Control**

The course is divided in two parts: convex optimization and optimal control. In the first part we cover applications of Linear Matrix Inequalities and Semi-Definite Programming to control and estimation problems. We also cover Multiparametric Linear Programming and its application to the Model Predictive Control and Estimation of linear systems. In the second part we cover numerical methods to solve optimal control and estimation problems. We cover techniques to discretize optimal control problems, numerical methods to solve them, and their optimality conditions. We apply these results to the Model Predictive Control and Estimation of nonlinear systems. Prerequisites: ESE 551, and ESE 415 or equivalent. Credit 3 units. EN: TU

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**E35 ESE 519 Convex Optimization**

Concentrates on recognizing and solving convex optimization problems that arise in applications. Convex sets, functions, and optimization problems. Basics of convex analysis. Least-squares, linear and quadratic programs, semidefinite programming, minimax, extremal volume, and other problems. Optimality conditions, duality theory, theorems of alternative, and applications. Interior-point methods. Applications to signal processing, statistics and machine learning, control and mechanical engineering, digital and analog circuit design, and finance. Prerequisites: Math 309 and ESE 415. Credit 3 units.

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**E35 ESE 520 Probability and Stochastic Processes**

Review of probability theory; models for random signals and noise; calculus of random processes; noise in linear and nonlinear systems; representation of random signals by sampling and orthonormal expansions. Poisson, Gaussian and Markov processes as models for engineering problems. Prerequisite: ESE 326. Credit 3 units. EN: TU

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**E35 ESE 521 Random Variables and Stochastic Processes I**

Mathematical foundations of probability theory, including constructions of measures, Lebesgue-measure, Lebesgue-integral, Banach space property of  $L_p$ , basic Hilbert-space theory, conditional expectation. Kolmogorov's theorems on existence and sample-path continuity of stochastic processes. An in-depth look at the Wiener process. Filtrations and stopping times. Markov processes and diffusions, including semigroup properties and the Kolmogorov forward and backward equations. Prerequisites: ESE 520 or equivalent, Math 411. Credit 3 units.

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**E35 ESE 523 Information Theory**

Discrete source and channel model, definition of information rate and channel capacity, coding theorems for sources and channels, encoding and decoding of data for transmission over noisy channels. Corequisite: ESE 520.

Credit 3 units. EN: TU

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**E35 ESE 524 Detection and Estimation Theory**

Study of detection and estimation of signals in noise. Linear algebra, vector spaces, independence, projections. Data independence, factorization theorem and sufficient statistics. Neyman-Pearson and Bayes detection. Least squares, maximum-likelihood and maximum a posteriori estimation of signal parameters. Conjugate priors, recursive estimation, Wiener and Kalman filters. Prerequisite: ESE 520. Credit 3 units. EN: TU

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**E35 ESE 529 Special Topics in Information Theory and Applied Probability**

Credit 3 units.

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**E35 ESE 531 Nano and Micro Photonics**

This course focuses on fundamental theory, design, and applications of photonic materials and micro/nano photonic devices. It includes review and discussion of light-matter interactions in nano and micro scales, propagation of light in waveguides, nonlinear optical effect and optical properties of nano/micro structures, the device principles of waveguides, filters, photodetectors, modulators and lasers. Prerequisite: ESE 330. Credit 3 units. EN: TU

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**E35 ESE 532 Introduction to Nano-Photonic Devices**

Introduction to photon transport in nano-photonic devices. This course focuses on the following topics: light and photons, statistical properties of photon sources, temporal and spatial correlations, light-matter interactions, optical nonlinearity, atoms and quantum dots, single- and two-photon devices, optical devices, and applications of nano-photonic devices in quantum and classical computing and communication. Prerequisites: ESE 330 and Physics 217, or permission of instructor. Credit 3 units. EN: TU

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**E35 ESE 534 Special Topics in Advanced Electrodynamics**

This course covers advanced topics in electrodynamics. Topics include electromagnetic wave propagation (in free space, confined waveguides, or along engineered surfaces); electromagnetic wave scattering (off nano-particles or molecules); electromagnetic wave generation and detection (antenna and nano-antenna); inverse scattering problems; and numerical and approximate methods. Prerequisites: ESE 330, or Physics 421 and Physics 422. Credit 3 units. EN: TU

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**E35 ESE 536 Introduction to Quantum Optics**

This course covers the following topics: quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, Sub-/Super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, atoms in cavities. If time permits, the following topics are selectively covered: quantum computing, quantum cryptography, and teleportation. Prerequisites: ESE 330 and Physics 217 or Physics 421. Credit 3 units. EN: TU

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**E35 ESE 538 Advanced Electromagnetic Engineering**

The course builds on undergraduate electromagnetics to systematically develop advanced concepts in electromagnetic theory for engineering applications. The following topics are covered: Maxwell's equations; fields and waves in materials; electromagnetic potentials and topics for circuits and systems; transmission-line essentials for digital electronics and for communications; guided wave principles for electronics and optoelectronics; principles of radiation and antennas; and numerical methods for computational electromagnetics. Credit 3 units.

**E35 ESE 543 Control Systems Design by State Space Methods**

Advanced design and analysis of control systems by state-space methods: classical control review, Laplace transforms, review of linear algebra (vector space, change of basis, diagonal and Jordan forms), linear dynamic systems (modes, stability, controllability, state feedback, observability, observers, canonical forms, output feedback, separation principle and decoupling), nonlinear dynamic systems (stability, Lyapunov methods). Frequency domain analysis of multivariable control systems. State space control system design methods: state feedback, observer feedback, pole placement, linear optimal control. Design exercises with CAD (computer-aided design) packages for engineering problems. Prerequisite: ESE 351 and ESE 441, or permission of instructor. Credit 3 units. EN: TU

**E35 ESE 544 Optimization and Optimal Control**

Constrained and unconstrained optimization theory. Continuous time as well as discrete-time optimal control theory. Time-optimal control, bang-bang controls and the structure of the reachable set for linear problems. Dynamic programming, the Pontryagin maximum principle, the Hamiltonian-Jacobi-Bellman equation and the Riccati partial differential equation. Existence of classical and viscosity solutions. Application to time optimal control, regulator problems, calculus of variations, optimal filtering and specific problems of engineering interest. Prerequisites: ESE 551, ESE 552. Credit 3 units. EN: TU

**E35 ESE 545 Stochastic Control**

Introduction to the theory of stochastic differential equations based on Wiener processes and Poisson counters, and an introduction to random fields. The formulation and solution of problems in nonlinear estimation theory. The Kalman-Bucy filter and nonlinear analogues. Identification theory. Adaptive systems. Applications. Prerequisites: ESE 520 and ESE 551. Credit 3 units. EN: TU

**E35 ESE 546 Dynamics & Control in Neuroscience & Brain Medicine**

This course provides an introduction to systems engineering approaches to modeling, analysis and control of neuronal dynamics at multiple scales. A central motivation is the manipulation of neuronal activity for both scientific and medical applications using emerging neurotechnology and pharmacology. Emphasis is placed on dynamical systems and control theory, including bifurcation and stability analysis of single neuron models and population mean-field models. Synchronization properties of neuronal networks are covered and methods for control of neuronal activity in both oscillatory

and non-oscillatory dynamical regimes are developed. Statistical models for neuronal activity are also discussed. An overview of signal processing and data analysis methods for neuronal recording modalities is provided, toward the development of closed-loop neuronal control paradigms. The final evaluation is based on a project or research survey. Prerequisite(s): ESE 553 (or equivalent); ESE 520 (or equivalent); ESE 351 (or equivalent). Credit 3 units. EN: TU

**E35 ESE 547 Robust and Adaptive Control**

Graduate-level control system design methods for multi-input multi-output systems. Linear optimal-based methods in robust control, nonlinear model reference adaptive control. These design methods are currently used in most industry control system design problems. These methods are designed, analyzed and simulated using MATLAB. Linear control theory (review), robustness theory (Mu Analysis), optimal control and the robust servomechanism, H-infinity optimal control, robust output feedback controls, Kalman filter theory and design, linear quadratic gaussian with loop transfer recovery, the Loop Transfer Recovery method of Lavretsky, Mu synthesis, Lyapunov theory (review), LaSalle extensions, Barbalat's Lemma, model reference adaptive control, artificial neural networks, online parameter estimation, convergence and persistence of excitation. Prerequisite: ESE 543 or ESE 551 or equivalent. Credit 3 units. EN: TU

**E35 ESE 549 Special Topics in Control**

Credit 3 units.

**E35 ESE 551 Linear Dynamic Systems I**

Input-output and state-space description of linear dynamic systems. Solution of the state equations and the transition matrix. Controllability, observability, realizations, pole-assignment, observers and decoupling of linear dynamic systems. Prerequisite: ESE 351. Credit 3 units. EN: TU

**E35 ESE 552 Linear Dynamic Systems II**

Least squares optimization problems. Riccati equation, terminal regulator and steady-state regulator. Introduction to filtering and stochastic control. Advanced theory of linear dynamic systems. Geometric approach to the structural synthesis of linear multivariable control systems. Disturbance decoupling, system invertibility and decoupling, extended decoupling and the internal model principle. Prerequisite: ESE 551. Credit 3 units. EN: TU

**E35 ESE 553 Nonlinear Dynamic Systems**

State space and functional analysis approaches to nonlinear systems. Questions of existence, uniqueness and stability; Lyapunov and frequency-domain criteria;  $w$ -limits and invariance, center manifold theory and applications to stability, steady-state response and singular perturbations. Poincare-Bendixson theory, the van der Pol oscillator, and the Hopf Bifurcation theorem. Prerequisite: ESE 551. Credit 3 units. EN: TU

**E35 ESE 554 Advanced Nonlinear Dynamic Systems**

Differentiable manifolds, vector fields, distributions on a manifold, Frobenius' theorem, Lie algebras. Controllability, observability of nonlinear systems, examined from the viewpoint

of differential geometry. Transformation to normal forms. Exact linearization via feedback. Zero dynamics and related properties. Noninteracting control and disturbance decoupling. Controlled invariant distributions. Noninteracting control with internal stability. Prerequisites: ESE 553 and ESE 551.  
Credit 3 units.

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### **E35 ESE 557 Hybrid Dynamic Systems**

Theory and analysis of hybrid dynamic systems, which is the class of systems whose state is composed by continuous-valued and discrete-valued variables. Discrete-event systems models and language descriptions. Models for hybrid systems. Conditions for existence and uniqueness. Stability and verification of hybrid systems. Optimal control of hybrid systems. Applications to cyber-physical systems and robotics. Prerequisite: ESE 551.  
Credit 3 units. EN: TU

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### **E35 ESE 559 Special Topics in Systems**

Credit 3 units.

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### **E35 ESE 560 Computer Systems Architecture I**

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, microprogramming, memory hierarchies (cache and main memories, mass storage, virtual memory), pipelining, and bus organization. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using VHDL and/or instruction set simulation. Prerequisites: CSE 361S and CSE 260M.  
Same as E81 CSE 560M  
Credit 3 units. EN: TU

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### **E35 ESE 561 Computer Systems Architecture II**

Advanced techniques in computer system design. Selected topics from: processor design (multithreading, VLIW, data flow, chip-multiprocessors, application specific processors, vector units, large MIMD machines), memory systems (topics in locality, prefetching, reconfigurable and special-purpose memories), system specification and validation, and interconnection networks. Prerequisites: CSE 560M or permission of instructor.  
Same as E81 CSE 561M  
Credit 3 units. EN: TU

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### **E35 ESE 562 Digital System Verification, Testing, and Reliability**

This course focuses on fundamental and advanced topics in analog and mixed-signal VLSI techniques. The first part of the course covers graduate-level materials in the area of analog circuit synthesis and analysis. The second part of the course covers applications of the fundamental techniques for designing analog signal processors and data converters. Several practical aspects of mixed-signal design, simulation and testing are covered in this course. This is a project-oriented course, and it is expected that the students apply the concepts learned in the course to design, simulate and explore different circuit topologies. Prerequisites: CSE 260 and ESE 232.  
Credit 3 units.

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### **E35 ESE 565 Acceleration of Algorithms in Reconfigurable Logic**

Reconfigurable logic, in the form of Field-Programmable Gate Arrays (FPGAs), enables the deployment of custom hardware for individual applications. To exploit this capability, the application developer is required to specify the design at the register-transfer level. This course explores techniques for designing algorithms that are amenable to hardware acceleration as well as provides experience in actual implementation. Example applications are drawn from a variety of fields, such as networking, computational biology, etc. Prerequisites: basic digital logic (CSE 260M) and some experience with a hardware description language (e.g., VHDL or Verilog).  
Same as E81 CSE 565M  
Credit 3 units. EN: TU

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### **E35 ESE 566A Modern System-on-Chip Design**

The System-on-Chip (SoCs) technology is at the core of most electronic systems: smart phones, wearable devices, autonomous robots, and cars, aerospace or medical electronics. In these SoCs, billions of transistors can be integrated on a single silicon chip, containing various components such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces. Topics include SoC architectures, design tools and methods, as well as system-level tradeoffs between performance, power consumption, energy efficiency, reliability and programmability. Students gain an insight into the early stage of the SoC design process performing the tasks of developing functional specification, partition and map functions onto hardware and/or software, and evaluating and validating system performance. Assignments include hands-on design projects. Open to both graduate and senior undergraduate students. Prerequisite: ESE 461.  
Credit 3 units. EN: TU

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### **E35 ESE 567 Computer Systems Analysis**

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental designs, 2\*\*k experimental designs, factorial designs with replication, fractional factorial designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 131 and CSE 260M.  
Same as E81 CSE 567M  
Credit 3 units. EN: TU

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### **E35 ESE 569 Parallel Architectures and Algorithms**

Several contemporary parallel computer architectures are reviewed and compared. The problems of process synchronization and load balancing in parallel systems are studied. Several selected applications problems are investigated and parallel algorithms for their solution are considered. Selected parallel algorithms are implemented in both a shared memory and distributed memory parallel programming environment. Prerequisites: graduate standing and knowledge of the C programming language.  
Same as E81 CSE 569M

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Credit 3 units. EN: TU

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**E35 ESE 570 Coding Theory**

Introduction to the algebra of finite fields. Linear block codes, cyclic codes, BCH and related codes for error detection and correction. Encoder and decoder circuits and algorithms. Spectral descriptions of codes and decoding algorithms. Code performances.

Credit 3 units. EN: TU

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**E35 ESE 571 Transmission Systems and Multiplexing**

Transmission and multiplexing systems are essential to providing efficient point-to-point communication over distance. This course introduces the principles underlying modern analog and digital transmission and multiplexing systems and covers a variety of system examples.

Credit 3 units. EN: TU

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**E35 ESE 572 Signaling and Control in Communication Networks**

The operation of modern communications networks is highly dependent on sophisticated control mechanisms that direct the flow of information through the network and oversee the allocation of resources to meet the communication demands of end users. This course covers the structure and operation of modern signaling systems and addresses the major design trade-offs that center on the competing demands of performance and service flexibility. Specific topics covered include protocols and algorithms for connection establishment and transformation, routing algorithms, overload and failure recovery and networking dimensioning. Case studies provide concrete examples and reveal the key design issues. Prerequisites: graduate standing and permission of instructor.

Credit 3 units. EN: TU

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**E35 ESE 575 Fiber-Optic Communications**

Introduction to optical communications via glass-fiber media. Pulse-code modulation and digital transmission methods, coding laws, receivers, bit-error rates. Types and properties of optical fibers; attenuation, dispersion, modes, numerical aperture. Light-emitting diodes and semiconductor laser sources; device structure, speed, brightness, modes, electrical properties, optical and spectral characteristics. Prerequisites: ESE 330, ESE 336.

Credit 3 units. EN: TU

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**E35 ESE 581 Radar Systems**

An introduction to the selection and processing of radar signals. Signal design for improving range and Doppler resolution, ambiguity functions, chirp and stepped-frequency waveforms, pulse-compression codes. Statistical models for radar data: range-spread, Doppler-spread, doubly spread reflectors. Matched-filter and estimator-correlator receivers for range and Doppler estimation. Tracking. Multiantenna radar receivers: interference rejection, adaptive canceling. Delay-Doppler radar-imaging using synthetic-aperture processing. Prerequisite: ESE 524.

Credit 3 units. EN: TU

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**E35 ESE 582 Fundamentals and Applications of Modern Optical Imaging**

Analysis, design and application of modern optical imaging systems with emphasis on biological imaging. First part of

the course focuses on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity, frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). Second part of the course compares modern quantitative imaging technologies including, but not limited to, digital holography, computational imaging, and super-resolution microscopy. Students evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 or their equivalents; ESE 330 or Physics 421 or equivalent. Credit 3 units. EN: TU

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**E35 ESE 584 Statistical Signal Processing for Sensor Arrays**

Methods for signal processing and statistical inference for data acquired by an array of sensors, such as those found in radar, sonar and wireless communications systems. Multivariate statistical theory with emphasis on the complex multivariate normal distribution. Signal estimation and detection in noise with known statistics, signal estimation and detection in noise with unknown statistics, direction finding, spatial spectrum estimation, beam forming, parametric maximum-likelihood techniques. Subspace techniques, including MUSIC and ESPRIT. Performance analysis of various algorithms. Advanced topics may include structured covariance estimation, wide-band array processing, array calibration, array processing with polarization diversity, and space-time adaptive processing (STAP). Prerequisites: ESE 520, ESE 524, linear algebra, computer programming.

Credit 3 units. EN: TU

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**E35 ESE 588 Quantitative Image Processing**

Introduction to modeling, processing, manipulation and display of images. Application of two-dimensional linear systems to image processing. Two-dimensional sampling and transform methods. The eye and perception. Image restoration and reconstruction. Multiresolution processing, noise reduction and compression. Boundary detection and image segmentation. Case studies in image processing (examples: computer tomography and ultrasonic imaging). Prerequisites: ESE 326, ESE 482.

Credit 3 units. EN: TU

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**E35 ESE 589 Biological Imaging Technology**

This class develops a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section examines how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure and function, image formation methods, and diffraction limited imaging. The math section examines image decomposition using basis functions (e.g., Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multidimensional imaging datasets, multivariate regression, and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology are critiqued.

Credit 3 units. EN: TU

**E35 ESE 590 Electrical & Systems Engineering Graduate Seminar**

This pass/fail course is required for the MS, DSc and PhD degrees in Electrical & Systems Engineering. A passing grade is required for each semester of enrollment and is received by attendance at regularly scheduled ESE seminars. MS students must attend at least three seminars per semester. DSc and PhD students must attend at least five seminars per semester. Part-time students are exempt except during their year of residency. Any student under continuing status is also exempt. Seminars missed in a given semester may be made up during the subsequent semester.

**E35 ESE 596 Seminar in Imaging Science and Engineering**

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded pass/fail. Prerequisite: admission to Imaging Science and Engineering program. Same as CSE 596 (when offered) and BME 506. Credit 1 unit.

**E35 ESE 599 Master's Research**

Prerequisite: Students must have the ESE Research/Independent Study Registration Form (PDF) ([https://ese.wustl.edu/research/areas/Documents/Independent%20Study%20Form\\_1.pdf](https://ese.wustl.edu/research/areas/Documents/Independent%20Study%20Form_1.pdf)) approved by the department. Credit variable, maximum 3 units.

**Electrical Engineering Pre-Med Sample Curriculum**

|  | Units     |           |
|--|-----------|-----------|
|  | Fall      | Spring    |
| First Year   |           |           |
| Calculus II, III (Math 132, 233)                             | 3         | 3         |
| Humanities or social science elective                        | 3         | —         |
| General Chemistry Laboratory I, II (Chem 151, 152)           | 2         | 2         |
| General Chemistry I, II (Chem 111A, 112A)                    | 3         | 3         |
| General Physics I, II (Physics 117A, 118A)                   | 4         | 4         |
| Principles of Biology I (Biol 2960)                          | —         | 4         |
|  | <b>15</b> | <b>16</b> |
| Second Year  |           |           |
| Differential Equations (Math 217)                            | 3         | —         |
| Computer Science I, II (CSE 131, 132)                        | 3         | 3         |
| Introduction to Electrical and Electronic Circuits (ESE 230) | 4         | —         |

|   |           |           |
|---|-----------|-----------|
| Principles of Biology II (Biol 2970)                        | 4         | —         |
| Organic Chemistry I with Lab (Chem 261)                     | 4         | —         |
| Physiological Control Systems (Biol 3058)                   | —         | 2         |
| Introduction to Electronic Circuits (ESE 232)               | —         | 3         |
| Engineering Mathematics A (ESE 318)                         | —         | 3         |
| Organic Chemistry II with Lab (Chem 262)                    | —         | 4         |
| Engineering Mathematics B (ESE 319)                         | —         | 3         |
|   | <b>18</b> | <b>18</b> |
| Third Year  |           |           |
| Signals and Systems (ESE 351)                               | 3         | —         |
| Engineering Electromagnetics Principles (ESE 330)           | 3         | —         |
| General Biochemistry (Biol 451)                             | 4         | —         |
| Humanities or social science elective                       | 3         | —         |
| Introduction to Psychology (Psych 100B)                     | 3         | —         |
| EE laboratory   | —         | 3         |
| Introduction to Digital Logic and Computer Design (ESE 260) | —         | 3         |
| Sociological Approaches to American Health (AMCS 226)       | —         | 3         |
| Probability and Statistics for Engineering (ESE 326)        | —         | 3         |
| Technical Writing (Engr 310)                                | —         | 3         |
|   | <b>16</b> | <b>15</b> |
| Fourth Year   |           |           |
| Engineering Ethics and Sustainability (Engr 4501)           | 1         | —         |
| EE laboratory   | 3         | —         |
| Humanities or social science electives                      | 3         | 6         |
| EE electives with engineering topics units                  | 9         | 6         |
| Electrical Engineering Capstone Design Projects (ESE 498)   | —         | 3         |
|   | <b>16</b> | <b>15</b> |

\*L98 AMCS 226 is offered every year or every other year.

**Electrical Engineering Sample Curriculum**

|  | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| First Year   |       |        |
| Humanities or social science elective                        | 3     | 3      |
| General Physics I or Physics I (Physics 117A or Physics 197) | 4     | —      |
| Computer Science I, II (CSE 131, 132)                        | 3     | 3      |
| Calculus II, III (Math 132, 233)                             | 3     | 3      |
| Freshman Elective (ESE 101, ESE 103, or ESE 141)             | 1     | —      |

|  |   |           |           |
|--|---|-----------|-----------|
| Introduction to Digital Logic and Computer Design (ESE 260)    | — | 3         |           |
| General Physics II or Physics II (Physics 118A or Physics 198) | — | 4         |           |
|  |   | <b>14</b> | <b>16</b> |
| <b>Second Year</b>   |   |           |           |
| Differential Equations (Math 217)                              | 3 | —         |           |
| Introduction to Electrical and Electronic Circuits (ESE 230)   | 4 | —         |           |
| Humanities or social science elective                          | 3 | 3         |           |
| General Chemistry I (Chem 111A)                                | 3 | —         |           |
| General Chemistry Laboratory I (Chem 151)                      | 2 | —         |           |
| Introduction to Electronic Circuits (ESE 232)                  | — | 3         |           |
| Signals and Systems (ESE 351)                                  | — | 3         |           |
| Engineering Mathematics A (ESE 318)                            | — | 3         |           |
| Engineering Mathematics B (ESE 319)                            | — | 3         |           |
|  |   | <b>15</b> | <b>15</b> |
| <b>Third Year</b>  |   |           |           |
| Probability and Statistics for Engineering (ESE 326)           | 3 | —         |           |
| Humanities or social sciences elective                         | 3 | 3         |           |
| Engineering and science breadth elective                       | 3 | —         |           |
| Engineering Electromagnetics Principles (ESE 330)              | 3 | —         |           |
| Electrical Engineering electives with engineering topics units | 3 | 6         |           |
| Electrical Engineering laboratory                              | — | 3         |           |
| Technical Writing (Engr 310)                                   | — | 3         |           |
|  |   | <b>15</b> | <b>15</b> |
| <b>Fourth Year</b>   |   |           |           |
| Free electives   | 3 | 5         |           |
| Engineering course with engineering topics units               | 3 | —         |           |
| Engineering Ethics and Sustainability (Engr 4501)              | 1 | —         |           |
| Electrical Engineering electives with engineering topics units | 3 | 3         |           |
| Engineering and science breadth elective                       | 3 | 3         |           |
| Electrical Engineering laboratory                              | 3 | —         |           |
| Electrical Engineering Capstone Design Projects (ESE 498)      | — | 3         |           |
|  |   | <b>16</b> | <b>14</b> |

## Systems Science & Engineering Pre-Med Sample Curriculum

|                                  | Units |        |
|----------------------------------|-------|--------|
|                                  | Fall  | Spring |
| <b>First Year</b>                |       |        |
| Calculus II, III (Math 132, 233) | 3     | 3      |

|  |           |           |
|--|-----------|-----------|
| General Chemistry I, II (Chem 111A, 112A)                                  | 3         | 3         |
| Matrix Algebra (Math 309)  | 3         | —         |
| General Physics I or Physics I (Physics 117A or Physics 197)               | 4         | —         |
| General Chemistry Laboratory I, II (Chem 151, 152)                         | 2         | 2         |
| General Physics II or Physics II (Physics 118A or Physics 198)             | —         | 4         |
| Principles of Biology I (Biol 2960)  | —         | 4         |
|  | <b>15</b> | <b>16</b> |
| <b>Second Year</b>   |           |           |
| Organic Chemistry I with Lab (Chem 261)                                    | 4         | —         |
| Differential Equations (Math 217)  | 3         | —         |
| Principles of Biology II (Biol 2970)                                       | 4         | —         |
| Computer Science I (CSE 131)   | 3         | —         |
| Organic Chemistry II with Lab (Chem 262)                                   | —         | 4         |
| Physiological Control Systems (Biol 3058)                                  | —         | 2         |
| Signals and Systems (ESE 351)  | —         | 3         |
| Engineering Mathematics A (ESE 318)  | —         | 3         |
| Engineering Mathematics B (ESE 319)  | —         | 3         |
| Introduction to Engineering Design (ESE 205)                               | —         | 3         |
|  | <b>14</b> | <b>18</b> |
| <b>Third Year</b>  |           |           |
| Operations Research (ESE 403)  | 3         | —         |
| General Biochemistry (Biol 451)  | 4         | —         |
| Introduction to Psychology (Psych 100B)                                    | 3         | —         |
| Probability and Statistics for Engineering (ESE 326)                       | 3         | —         |
| Humanities of social science elective                                      | 3         | —         |
| SSE electives with engineering topics units                                | —         | 3         |
| Humanities or social science elective                                      | —         | 3         |
| Control Systems (ESE 441)  | —         | 3         |
| Data Structures and Algorithms or Computer Science II (CSE 247 or CSE 132) | —         | 3         |
| Sociological Approaches to American Health (AMCS 226)                      | —         | 3         |
|  | <b>16</b> | <b>15</b> |
| <b>Fourth Year</b>   |           |           |
| Humanities or social science elective                                      | 3         | 6         |
| Systems Engineering Laboratory (ESE 448)                                   | 3         | —         |
| SSE electives with engineering topics units                                | 3         | 6         |
| Systems Science and Engineering Capstone Design Project (ESE 499)          | 3         | —         |
| Technical Writing (Engr 310)   | 3         | —         |
| SSE elective lab   | —         | 3         |
|  | <b>15</b> | <b>15</b> |

\*L98 AMCS 226 is offered every year or every other year

## Systems Science & Engineering Sample Curriculum

|  | Units     |           |
|--|-----------|-----------|
|  | Fall      | Spring    |
| <b>First Year</b>  |           |           |
| Calculus II, III (Math 132, 233)   | 3         | 3         |
| General Physics I or Physics I (Physics 117A or Physics 197)               | 4         | —         |
| Humanities or social sciences elective                                     | 3         | 3         |
| Computer Science I (CSE 131)   | 3         | —         |
| Freshman Elective  | 1         | —         |
| Matrix Algebra (Math 309)  | —         | 3         |
| General Physics II or Physics II (Physics 118A or Physics 198)             | —         | 4         |
| Introduction to Engineering Design (ESE 205)                               | —         | 3         |
|  | <b>14</b> | <b>16</b> |
| <b>Second Year</b>   |           |           |
| General Chemistry Laboratory I (Chem 151)                                  | 2         | —         |
| General Chemistry I (Chem 111A)  | 3         | —         |
| Humanities or social sciences electives                                    | 3         | —         |
| Data Structures and Algorithms or Computer Science II (CSE 247 or CSE 132) | 3         | —         |
| Differential Equations (Math 217)  | 3         | —         |
| Probability and Statistics for Engineering (ESE 326)                       | —         | 3         |
| Outside concentration elective   | —         | 3         |
| Signals and Systems (ESE 351)  | —         | 3         |
| Engineering Mathematics A (ESE 318)  | —         | 3         |
| Engineering Mathematics B (ESE 319)  | —         | 3         |
|  | <b>14</b> | <b>15</b> |
| <b>Third Year</b>  |           |           |
| Humanities or social sciences elective                                     | 3         | 3         |
| Operations Research (ESE 403)  | 3         | —         |
| Control Systems (ESE 441)  | 3         | —         |
| Systems science and engineering elective with engineering topics units     | 3         | 3         |
| Outside concentration elective   | 3         | 3         |
| Robotics Laboratory (ESE 447) an elective lab                              | —         | 3         |
| Technical Writing (Engr 310)   | —         | 3         |
|  | <b>15</b> | <b>15</b> |
| <b>Fourth Year</b>   |           |           |
| Systems Science and Engineering Capstone Design Project (ESE 499)          | 3         | —         |
| Engineering Ethics and Sustainability (Engr 4501)                          | 1         | —         |

|  |           |           |
|--|-----------|-----------|
| Systems Engineering Laboratory (ESE 448)                               | 3         | —         |
| Systems science and engineering elective with engineering topics units | 3         | 3         |
| Outside concentration elective   | 3         | —         |
| Humanities or social sciences elective                                 | 3         | —         |
| Free Electives   | —         | 7         |
| Engineering course with engineering topics units                       | —         | 6         |
|  | <b>16</b> | <b>16</b> |

## Energy, Environmental & Chemical Engineering

### About Energy, Environmental & Chemical Engineering

Our department focuses on environmental engineering, energy systems engineering and chemical engineering. We provide integrated and multidisciplinary programs of scientific education. Our mission is accomplished by: instilling a tradition of "lifelong learning"; a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participation in cutting-edge research with faculty and industrial partners; and access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department pursue the BS in Chemical Engineering degree, accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). Other students pursue the BS in Applied Science degree with a major in chemical engineering. The department offers a minor in environmental engineering science and, in collaboration with other engineering departments, we co-sponsor a minor in energy engineering and a minor in nanoscale science and engineering. Graduate degrees (Master of Engineering and Doctor of Philosophy) in Energy, Environmental & Chemical Engineering are offered by the department.

Chemical engineers are involved in the transfer of scientific discoveries to modern technologies and novel products that benefit society and minimize the impact on the environment. They deal with multiscale aspects of generating clean energy, producing novel and superior materials, and utilizing the biological revolution to manufacture new products. They are involved in the development and manufacture of consumer products, as well as in design, operation and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed and pharmaceuticals). Their broad training in basic sciences (e.g., chemistry, physics, biology, mathematics) coupled with a strong foundation in chemical engineering principles (e.g., thermodynamics, mass and energy balances, transport phenomena, kinetics, separations, reaction engineering, control, product development and process design) makes them invaluable team members and leaders in any engineering

enterprise. It also prepares them well for graduate studies in biochemical, biomedical, chemical, environmental and materials engineering. In addition, the BS degree in Chemical Engineering is a great starting point for pursuing a degree in business, law or medicine.

The curriculum is planned so as to provide students with a strong background in basic chemical engineering concepts, while allowing individual latitude to emphasize study in a specialized area or obtain added breadth both within and outside chemical engineering. A contemporary approach to chemical engineering is focused on the multiscale aspects of the discipline, consistent with modern developments in computer-supported problem solving. Molecular-level understanding is utilized in product development and process design, which in turn are evaluated in terms of their impact on the environment and society according to the principles of green engineering.

## Mission Statement

The mission of the department is to teach chemical engineering principles and their application in an inspiring learning environment and to prepare students for engineering careers by developing the skills of critical thinking, analytical abilities and communication proficiency, and by instilling a sense of professional ethics and societal responsibility.

## Program Objectives

The Chemical Engineering program Educational Objectives are as follows.

(a) Graduates who are employed in chemical process and related industries will perform tasks related to plant operation, control, engineering decision making, and process and product design. Other graduates who are not employed in chemical process and related industries will be employed in diverse professions including other engineering fields, management, consulting, etc., using their engineering and analytical backgrounds. All will engage in activities that promote professional growth and fulfillment.

(b) Graduates pursuing doctoral studies or other professional degrees will make reasonable progress toward completing the degree requirements and will engage in activities that promote professional development and fulfillment.

## Advising

The department takes pride in the mentoring of undergraduate students. Each student who declares chemical engineering as a (potential) major is assigned an academic adviser from the full-time department faculty. Typically, the same adviser follows the student's academic progress and serves as a mentor from the first year through graduation.

**Phone:** 314-935-5545  
**Website:** <http://eece.wustl.edu/undergraduate/programs>

## Faculty

### Chair and Endowed Professor

**Pratim Biswas** (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>)

Lucy and Stanley Lopata Professor  
PhD, California Institute of Technology  
Aerosol science and engineering, air quality and pollution control, nanotechnology, environmentally benign energy production

### Endowed Professors

**Richard L. Axelbaum** (<https://engineering.wustl.edu/Profiles/Pages/Richard-Axelbaum.aspx>)

Stifel and Quinette Jens Professor  
PhD, University of California, Davis  
Combustion, advanced energy systems, clean coal, aerosols, nanoparticle synthesis, rechargeable battery materials, thermal science

**Milorad P. Dudukovic** (<https://engineering.wustl.edu/Profiles/Pages/Milorad-Dudukovic.aspx>)

Laura and William Jens Professor  
PhD, Illinois Institute of Technology  
Chemical reaction engineering, multiphase reactors, visualization of multiphase flows, tracer methods, environmentally benign processing

**Daniel E. Giammar** (<https://engineering.wustl.edu/Profiles/Pages/Daniel-Giammar.aspx>)

Walter E. Browne Professor of Environmental Engineering  
PhD, California Institute of Technology  
Aquatic chemistry, environmental engineering, water quality, water treatment

**Young-Shin Jun** (<https://engineering.wustl.edu/Profiles/Pages/Young-Shin-Jun.aspx>)

Harold D. Jolley Career Development Professor and Director of Graduate Studies  
PhD, Harvard University  
Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

### Vijay Ramani

Roma B. and Raymond H. Wittcoff Distinguished University Professor of Environment Engineering  
PhD, University of Connecticut, Storrs  
Electrochemical engineering, energy conversion

## Professor

**Palghat A. Ramachandran** (<https://engineering.wustl.edu/Profiles/Pages/Palghat-Ramachandran.aspx>)  
PhD, University of Bombay  
Chemical reaction engineering, applied mathematics, process modeling, waste minimization, environmentally benign processing

## Associate Professors

**John Fortner** (<https://engineering.wustl.edu/Profiles/Pages/John-Fortner.aspx>)  
I-CARES Career Development Assistant Professor  
PhD, Rice University  
Environmental engineering, aquatic processes, water treatment, remediation, and environmental implications and applications of nanomaterials

**John T. Gleaves** (<https://engineering.wustl.edu/Profiles/Pages/John-Gleaves.aspx>)  
PhD, University of Illinois  
Heterogeneous catalysis, particle chemistry

**Yinjie Tang** (<https://engineering.wustl.edu/Profiles/Pages/Yinjie-Tang.aspx>)  
Francis Ahmann Career Development Associate Professor and Director of Graduate Studies  
PhD, University of Washington, Seattle  
Metabolic engineering, bioremediation

**Jay R. Turner** (<https://engineering.wustl.edu/Profiles/Pages/Jay-Turner.aspx>)  
Vice Dean for Education  
DSc, Washington University  
Air quality planning and management; aerosol science and engineering, green engineering

**Brent Williams** (<https://engineering.wustl.edu/Profiles/Pages/Brent-Williams.aspx>)  
Raymond R. Tucker Distinguished I-CARES Career Development Assistant Professor  
PhD, University of California, Berkeley  
Aerosols, global climate issues, atmospheric sciences

**Fuzhong Zhang** (<https://engineering.wustl.edu/Profiles/Pages/Fuzhong-Zhang.aspx>)  
PhD, University of Toronto  
Metabolic engineering, protein engineering, synthetic and chemical biology

## Assistant Professors

**Peng Bai**  
PhD, Tsinghua University  
Energy storage systems

**Rajan Chakrabarty** (<https://engineering.wustl.edu/Profiles/Pages/Rajan-Chakrabarty.aspx>)  
PhD, University of Nevada, Reno  
Characterizing the radiative properties of carbonaceous aerosols in the atmosphere; and researching gas phase aggregation of aerosols in cluster-dense conditions

**Marcus Foston** (<https://engineering.wustl.edu/Profiles/Pages/Marcus-Foston.aspx>)  
PhD, Georgia Institute of Technology  
Utilization of biomass resources for fuel and chemical production, renewable synthetic polymers

**Tae Seok Moon** (<https://engineering.wustl.edu/Profiles/Pages/Tae-Seok-Moon.aspx>)  
PhD, Massachusetts Institute of Technology  
Metabolic engineering and synthetic biology

**Kimberly M. Parker**  
PhD, Stanford University  
Investigation of environmental organic chemistry in natural and engineered systems

**Elijah Thimsen** (<https://engineering.wustl.edu/Profiles/Pages/Elijah-Thimsen.aspx>)  
PhD, Washington University  
Gas-phase synthesis of inorganic nanomaterials for energy applications, and novel plasma synthesis approaches

## Research Associate Professor

**Tianxiang Li**  
PhD, University of Kentucky  
Combustion and applications in energy, pollutant control, biofuel synthesis, flame synthesis of nanomaterials

## Research Assistant Professors

**Su Huang**  
PhD, University of Washington, Seattle  
Photovoltaic materials and devices, nonlinear optical materials for photonic devices

**Benjamin Kumfer**  
DSc, Washington University  
Advanced coal technologies, biomass combustion, aerosol processes and health effects of combustion-generated particles

## Lecturers

**Janie Brennan**  
PhD, Purdue University  
Biomaterials, synthetic biology, engineering education

**Trent Silbaugh**  
PhD, University of Washington  
Chemical engineering

## Joint Faculty

### Himadri Pakrasi

PhD, University of Missouri-Columbia  
Systems biology, photosynthesis, metal homeostasis

**Nathan Ravi** ([http://ophthalmology.wustl.edu/Faculty/Ravi\\_N.aspx](http://ophthalmology.wustl.edu/Faculty/Ravi_N.aspx))

PhD, Virginia Polytechnic Institute  
Cataract, ocular biomaterials

## Adjunct Faculty

### Robert Heider

MME, Washington University  
Process control and process design

### Timothy Michels

MA, Washington University  
Energy economics, building construction and equipment sciences

### Nicholas J. Nissing

BS, Washington University  
Product development and process design

## Research Associate

### Raymond Ehrhard

BS, University of Missouri-Rolla  
Water and wastewater treatment technologies, process energy management

## Professor of Practice

### James Harlan

PhD, Harvard University, Kennedy School of Government  
Technology development economics and venture finance

## Senior Professor

### Rudolf B. Husar

PhD, University of Minnesota  
Environmental informatics, aerosol science and engineering

## Majors

Please refer to the sections below for information about the **Bachelor of Science in Chemical Engineering** (p. 1001), **double majors and the pre-medical program** (p. 1001), and the **Bachelor of Science in Applied Science (Chemical Engineering)** (p. 1002).

## Bachelor of Science in Chemical Engineering

The BSChE degree program is designed to provide students with comprehensive training in chemical engineering fundamentals. This degree program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). Program objectives are stated in the overview (p. 998). The

BSChE degree requires satisfactory completion of a minimum of 126 units as indicated in Table 1 (p. 1011). From the courses listed in Table 1, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail. A sample year-by-year BSChE curriculum is shown in Table 2 (p. 1012).

The program of study consists of 26 units of physical and biological sciences (i.e., biology, chemistry and physics); 21 units of mathematics and engineering computing; 40 units of core chemical engineering courses; 21 units of humanities, social sciences and technical writing; and 18 units of chemical engineering electives. The chemical engineering electives permit students to tailor their studies toward specific goals such as obtaining more depth in a chemical engineering subdiscipline (e.g., materials) or increasing breadth by choosing courses from different subdisciplines. Some of these 18 units may be taken in other engineering departments or in the natural sciences or physical sciences. Students in collaboration with their advisers design a course of study (subject to certain requirements) for the chemical engineering electives. Consult the EECE department website (<http://eece.wustl.edu/undergraduate/programs/Pages/default.aspx>) for more details, including the requirements that must be satisfied by these chemical engineering electives.

Please refer to Table 1: BSChE Requirements. (p. 1011)

Please refer to Table 2: Sample BSChE Curriculum. (p. 1012)

The curriculum is designed to provide opportunities for students to explore areas of interest within chemical engineering. In addition to the accredited BS degree in Chemical Engineering, another choice is to pursue the course of study leading to the BS degree in Applied Science with a major in chemical engineering.

## Double Majors and Pre-Medical Program

Some students may be able to take more than the 126-unit minimum during a four-year program, especially if they have Advanced Placement units. This permits the choice of additional free electives from such areas as biology, computer science, humanities, social sciences or other engineering courses. It also provides an opportunity to pursue a double major. The rules for combining majors in engineering and multiple majors involving other university divisions are described in the Combined Majors and/or Multiple Degrees section (p. 936) of the School of Engineering & Applied Science. Particularly popular with chemical engineering students is the combined degree program in Process Control Systems.

Traditionally, the undergraduate chemical engineering degrees (both the accredited degree and the applied science option) have been popular with students interested in medicine because the curriculum automatically satisfies many of the pre-medical requirements. Many of the additional needed courses can be taken as electives.

## Bachelor of Science in Applied Science (Chemical Engineering)

This degree serves students who wish to be exposed to key chemical engineering principles yet seek a more flexible curriculum. The BS in Applied Science (Chemical Engineering) requires 18 units of 300-level or higher chemical engineering core courses. Consult the EECE department website (<https://eece.wustl.edu/undergraduate/programs>) for the specific requirements needed to earn this degree.

### Minors

Please refer to the sections below for information about the **minor in environmental engineering science** (p. 1002), the **minor in energy engineering** (p. 1002), and the **minor in nanoscale science & engineering** (p. 1003).

## The Minor in Environmental Engineering Science

The EECE department sponsors an undergraduate minor in environmental engineering science. This 21-unit program prepares the student to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. Visit the EECE department website (<http://eece.wustl.edu/Pages/default.aspx>) for more information.

**Units required:** 21

**Required courses:**

Select from the following menus:

**Introduction<sup>1</sup> (3 units):**

| Code     | Title   | Units |
|----------|---|-------|
| EECE 101 | Introduction to Energy, Environmental and Chemical Engineering (fall) | 3     |
| EECE 210 | Introduction to Environmental Engineering (spring)                    | 3     |

**Environmental Chemistry<sup>2</sup> (3 units):**

| Code     | Title                                  | Units |
|----------|--|-------|
| EECE 505 | Aquatic Chemistry (fall)               | 3     |
| EECE 531 | Environmental Organic Chemistry (fall) | 3     |

**Environmental Engineering electives<sup>2</sup> (9 units):**

| Code     | Title                                 | Units |
|----------|---------------------------------------|-------|
| EECE 311 | Green Engineering (fall)              | 3     |
| EECE 425 | Environmental Engineering Laboratory  | 3     |
| EECE 504 | Aerosol Science and Technology (fall) | 3     |
| EECE 512 | Combustion Phenomena (fall)           | 3     |

|          |  |   |
|----------|--|---|
| EECE 514 | Atmospheric Science and Climate (spring)                     | 3 |
| EECE 533 | Physical and Chemical Processes for Water Treatment (spring) | 3 |
| EECE 534 | Environmental Nanochemistry (spring)                         | 3 |

Additional eligible courses (new courses, special offerings) will be posted on the EECE website (<http://eece.wustl.edu/Pages/default.aspx>) as they become available.

**Natural Science (3 units):**

| Code     | Title   | Units |
|----------|---|-------|
| Biol 381 | Introduction to Ecology (spring)              | 3     |
| EPSc 323 | Biogeochemistry (spring)                      | 3     |
| EPSc 413 | Introduction to Soil Science (spring)         | 3     |
| EPSc 428 | Hydrology                                     | 3     |
| EPSc 444 | Environmental Geochemistry (fall, even years) | 3     |

**Environmental Policy and Social Science (3 units):**

| Code         | Title  | Units    |
|--------------|--|----------|
| EnSt 310     | Ecological Economics                                 | 3        |
| EnSt 357     | Environmental Problem Solving                        | 3        |
| Econ 451     | Environmental Policy (fall)                          | 3        |
| EnSt 539     | Interdisciplinary Environmental Clinic (fall/spring) | 3<br>max |
| Pol Sci 340  | Topics: Environmental Justice                        | 3        |
| Pol Sci 3752 | Topics in American Politics                          | 3        |

<sup>1</sup>Freshmen potentially interested in majoring in chemical engineering should take EECE 101; all other students working toward the minor in environmental engineering science should take EECE 210.

<sup>2</sup>Students taking both environmental chemistry courses can count one of them toward the environmental engineering electives.

## Committee to Oversee Environmental Engineering Science Minor:

Daniel Giammar (<https://engineering.wustl.edu/Profiles/Pages/Daniel-Giammar.aspx>) (EECE, Coordinator); John Fortner (<https://engineering.wustl.edu/Profiles/Pages/John-Fortner.aspx>) (EECE); Brent Williams (<https://engineering.wustl.edu/Profiles/Pages/Brent-Williams.aspx>) (EECE)

## The Minor in Energy Engineering

**Objective:** The goal is to provide students a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor covers classes in several fields of science and engineering which encompass the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems

Engineering; and Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of 18 units selected from the following menus. It is open to any undergraduate student pursuing an engineering major, students from the sciences (biology, chemistry, physics) in Arts & Sciences, and the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

**Basic and Applied Sciences** (fundamental content) (two courses):

| Code         | Title   | Units |
|--------------|---|-------|
| EECE 203     | Thermodynamics I in EECE (fall)                             | 3     |
| or MEMS 301  | Thermodynamics  |       |
| EECE 301     | Transport Phenomena I: Basics and Fluid Mechanics           | 3     |
| or MEMS 3410 | Fluid Mechanics   |       |
| EECE 303     | Transport Phenomena III: Energy Transfer Processes (spring) | 3     |
| ESE 332      | Power, Energy and Polyphase Circuits (spring)               | 3     |

**Social Science/Policy/Economics Elective** (one course):

| Code      | Title                                  | Units |
|-----------|--|-------|
| EnSt 451  | Environmental Policy (fall)            | 3     |
| EnSt 350W | Environmental Issues: Writing (spring) | 3     |

**Electives:**

Choose three courses. One of the courses is required to be chosen from outside the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

| Code      | Title  | Units |
|-----------|--|-------|
| EECE 311  | Green Engineering (fall)                           | 3     |
| EECE 411  | International Experience in EECE (summer/fall)     | 3     |
| EECE 413  | Energy Conversion and Storage                      | 3     |
| EECE 512  | Combustion Phenomena (fall)                        | 3     |
| EECE 552  | Biomass Energy Systems and Engineering (spring)    | 3     |
| EECE 591  | Energy and Buildings (fall)                        | 3     |
| ESE 434   | Solid-State Power Circuits and Applications (fall) | 3     |
| ESE 435   | Electrical Energy Laboratory (spring)              | 3     |
| ESE 437   | Sustainable Energy Systems (spring)                | 3     |
| MEMS 412  | Design of Thermal Systems (spring)                 | 3     |
| MEMS 5420 | HVAC Analysis and Design I (fall)                  | 3     |
| MEMS 5421 | HVAC Analysis and Design II (spring)               | 3     |

|           |   |   |
|-----------|---|---|
| MEMS 5422 | Solar Energy Thermal Processes (summer)           | 3 |
| MEMS 5423 | Sustainable Environmental Building Systems (fall) | 3 |
| MEMS 5705 | Wind Energy Systems (spring)                      | 3 |

## Committee to Oversee Energy Engineering Minor

Pratim Biswas (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>) (EECE, Coordinator); Hiro Mukai (<https://engineering.wustl.edu/Profiles/Pages/Hiro-Mukai.aspx>) (ESE); David Peters (<https://engineering.wustl.edu/Profiles/Pages/David-Peters.aspx>) (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program be cohesive.

## The Minor in Nanoscale Science & Engineering

The minor in nanoscale science & engineering will enhance a student's background, knowledge and skills in the topical area of nanotechnology. This minor covers classes in several fields of science and engineering, encompassing all the departments in the School of Engineering & Applied Science and several in the College of Arts & Sciences. It is open to any undergraduate student pursuing an Engineering or Arts & Sciences (chemistry, physics, biology, environmental studies) major.

The minor in nanoscale science & engineering involves the following components: fundamentals; synthesis and applications; characterization, structures and modeling (CS&M). Two additional requirements are the Cleanroom Lab class entitled "Principles and Methods of Micro and Nanofabrication" and completion of a faculty supervised Independent Study "Project" for at least two semesters.

**Units required:** 18

**Required courses:**

Select from the following menus:

**Fundamentals** (choose one course):

| Code        | Title                               | Units |
|-------------|-------------------------------------|-------|
| Biol 4810   | General Biochemistry I              | 3     |
| Chem 401    | Physical Chemistry I                | 3     |
| Chem 465    | Solid-State and Materials Chemistry | 3     |
| EECE 305    | Materials Science                   | 3     |
| MEMS 3601   | Materials Engineering               | 3     |
| MEMS 5606   | Soft Nanomaterials                  | 3     |
| Physics 217 | Introduction to Quantum Physics     | 3     |
| Physics 352 | Physics of Biomolecules             | 3     |

Physics 472 Solid State Physics 3

**Synthesis & Applications** (choose one course):

| Code      | Title                                    | Units |
|-----------|--|-------|
| CSE 568M  | Imaging Sensors                          | 3     |
| EECE 504  | Aerosol Science and Technology           | 3     |
| EECE 534  | Environmental Nanochemistry              | 3     |
| ESE 438   | Applied Optics                           | 3     |
| ESE 532   | Introduction to Nano-Photonic Devices    | 3     |
| MEMS 463  | Nanotechnology Concepts and Applications | 3     |
| MEMS 5609 | Electronic Materials Processing          | 3     |
| MEMS 5801 | Micro-Electro-Mechanical Systems I       | 3     |

**Characterization, Structure and Modeling** (choose one course):

| Code      | Title  | Units |
|-----------|--|-------|
| BME 461   | Protein Structure and Dynamics                             | 3     |
| Chem 478  | Molecular Modeling   | 3     |
| Chem 543  | Physical Properties of Quantum Nanostructures              | 3     |
| Chem 550  | Mass Spectrometry  | 3     |
| EECE 420  | Properties of Materials                                    | 3     |
| EECE 536  | Computational Chemistry of Molecular and Nanoscale Systems | 3     |
| MEMS 5602 | Non-metallics  | 3     |
| MEMS 5603 | Materials Characterization Techniques I                    | 3     |
| MEMS 5604 | Materials Characterization Techniques II                   | 3     |

**Nanotechnology Laboratory Class** (required):

| Code                  | Title   | Units |
|-----------------------|---|-------|
| MEMS 5611             | Principles and Methods of Micro and Nanofabrication | 3     |
| or CSE 506M, EECE 595 |   |       |

**Independent Study Project** (required):

Students should sign up for at least **2 semesters** of Independent Study and work on a project related to nanotechnology under the supervision of a faculty member. A list of projects with potential faculty mentors will be circulated in the spring semester every year. Students will have to be signed up for the nanoscale science and engineering minor and must have completed at least two of the classes from the above categories before doing the Independent Study Project. Students can also come up with their own ideas for projects but need to get approval from the Nanoscale Science and Engineering Minor Committee and a faculty mentor.

*The classes listed above will count for elective credit for all Engineering majors; however, students should check with their major advisers to confirm this.*

## Committee to Oversee Nanoscale Science and Engineering Minor

Rohan Mishra (<https://mems.wustl.edu/faculty/Pages/default.aspx?bio=106>) (MEMS, Coordinator), Pratim Biswas (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>) (EECE), Jung-Tsung Shen (<https://ese.wustl.edu/faculty/Pages/default.aspx?bio=79>) (ESE)

Visit the minor in nanoscale science and engineering documentation (PDF) ([https://eece.wustl.edu/undergraduate/programs/Documents/UGNanotechnologyMinor\\_March\\_2016.pdf](https://eece.wustl.edu/undergraduate/programs/Documents/UGNanotechnologyMinor_March_2016.pdf)) for more information.

## Courses

Visit online course listings to view semester offerings for E44 EECE (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E44&crslvl=1:5>).

### E44 EECE 100 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: freshman standing. Credit variable, maximum 3 units.

### E44 EECE 101 Introduction to Energy, Environmental and Chemical Engineering

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Relationship to chemical engineering principles is emphasized. (Prior to FL2015, this course was numbered: E63 146A.) Credit 3 units. EN: TU

### E44 EECE 200 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: sophomore standing. Credit variable, maximum 3 units.

### E44 EECE 201 Engineering Analysis of Chemical Systems

Introduction to the use of mathematics and methods of engineering in analysis of chemical and physical processes. Use of conservation balances and basic rate laws to describe processes with and without chemical reaction in both transient and steady state conditions. Prerequisites: Chem 112A, Math 233. Corequisites: EECE 203, Math 217. (Prior to FL2015, this course was numbered: E63 351.)

Credit 3 units. EN: TU

**E44 EECE 202 Computational Modeling in Energy, Environmental and Chemical Engineering**

Modeling and numerical methods to solve engineering, design and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Use of conservation principles in model building, dimensionless representation of problems, multi-scale modeling and transient modeling. Numerical methods for solution of common problems in linear algebra, regression analysis, non-linear algebraic equations, ordinary and partial differential equations, and boundary value problems. Use of Matlab as a computational tool. Brief introduction to statistical techniques and Monte-Carlo methods. Use of various Matlab toolboxes. Illustrative application examples. Prerequisites: Math 233 and Math 217, or permission of instructor. (Prior to FL2015, this course was numbered: E63 275.)

Credit 3 units. EN: TU

**E44 EECE 203 Thermodynamics I in EECE**

Classical thermodynamics. First and second laws, properties of pure substances, mixtures, and solutions. Phase equilibria, chemical reaction equilibria. Prerequisites: Chem 111A, Math 132, Physics 117A. (Prior to FL2015, this course was numbered: E63 320.)

Credit 3 units. EN: TU

**E44 EECE 204 Thermodynamics II in EECE**

Molecular motions, kinetic theory of gases, kinetic theory of dense phases, chemical kinetics. Prerequisite: EECE 203. (Prior to FL2015, this course was numbered: E63 359.)

Credit 3 units. EN: TU

**E44 EECE 210 Introduction to Environmental Engineering**

The objective of this course is to introduce students to the field of environmental engineering. The course emphasizes basic principles of mass and energy conservation which govern physical, chemical and biological processes. Applications include the estimation of contaminant concentrations and the design of environmental controls. (Prior to FL2015, this course was numbered: E63 262.)

Credit 3 units. EN: TU

**E44 EECE 300 Independent Study**

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: junior standing.

Credit variable, maximum 3 units.

**E44 EECE 301 Transport Phenomena I: Basics and Fluid Mechanics**

Engineering principles involved in the exchange of heat and matter in chemical processes. Laws governing the flow of liquids and gases in laboratory and plant equipment. Prerequisites: EECE 202, EECE 203, Math 217, ESE 318, or permission of instructor. (Prior to FL2015, this course was numbered: E63 367.)

Credit 3 units. EN: TU

**E44 EECE 302 Transport Phenomena II: Mass Transfer**

Engineering principles involved in the exchange of heat and matter in chemical processes. Laws governing the flow of liquids and gases in laboratory and plant equipment. Prerequisite: EECE 301 (Prior to FL2015, this course was numbered: E63 368.)

Credit 3 units. EN: TU

**E44 EECE 303 Transport Phenomena III: Energy Transfer Processes**

Introductory treatment of the principles of heat transfer by conduction, convection or radiation. Mathematical analysis of steady and unsteady conduction along with numerical methods. Analytical and semi-empirical methods of forced and natural convection systems. Boiling and condensation heat transfer. Radiation between black-body and real surfaces. Radiation network analysis. Corequisite: EECE 302 or equivalent. (Prior to FL2015, this course was numbered: E63 369.)

Credit 3 units. EN: TU

**E44 EECE 304 Mass Transfer Operations**

Stagewise and continuous mass transfer operations, including distillation, gas absorption, humidification, leaching, liquid extraction, and membrane separations. Prerequisites: Math 217, EECE 201 and EECE 203. (Prior to FL2015, this course was numbered: E63 357.)

Credit 3 units. EN: TU

**E44 EECE 305 Materials Science**

Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material. Prerequisite: Math 217, Chem 111A. (Prior to FL2015, this course was numbered: E63 325.)

Credit 3 units. EN: TU

**E44 EECE 311 Green Engineering**

Strategies and methods for waste minimization and pollutant emission reduction. Principles of green engineering. Environmental transport and fate modeling. Design of heat and mass exchange networks for energy and waste reduction. Prerequisite: EECE 203 or permission of instructor. (Prior to FL2015, this course was numbered: E63 345.)

Credit 3 units. EN: TU

**E44 EECE 313 Engineering Economics, Analytics, and Policy Analysis Tools**

Introduction to basic engineering economics, cash flow modeling, and investment or policy analysis tools/frameworks applied to resource allocation problems with significant technical aspects. Tools developed with applications to case study examples and projects including practical spreadsheet modeling, economic and financial metrics, and basic decision sciences tools. Prerequisite: junior standing or permission of instructor. (Prior to FL2015, this course was numbered: E33 382.)

Credit 3 units. EN: TU

**E44 EECE 314 Air Quality and Pollution Control**

Generation, transport and fate of gaseous and particulate air pollutants. Meteorology and its coupling to air quality.

Photochemical smog formation, visibility impairment, pollutant dispersion modeling, and source apportionment. Prerequisite: junior standing or permission of instructor. (Prior to FL2015, this course was numbered: E63 344.)

Credit 3 units. EN: TU

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#### **E44 EECE 400 Independent Study**

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: senior standing.

Credit variable, maximum 6 units.

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#### **E44 EECE 401 Chemical Process Dynamics and Control**

A state-of-the-art industrial virtual plant is used for the development of dynamic simulations, selection of instrumentation, statistical analysis of variability, and implementation of process control to improve process operation and efficiency. Prerequisites: Math 217 and EECE 201. (Prior to FL2015, this course was numbered: E63 462.)

Credit 3 units. EN: TU

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#### **E44 EECE 402 ChE Capstone**

Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures. A design project and/or an AIChE national design contest is included. Prerequisites: EECE 203, 301, 302, 304 and 403. (Prior to FL2015, this course was numbered: E63 478A.)

Credit 3 units. EN: TU

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#### **E44 EECE 403 Chemical Reaction Engineering**

Introduction to chemical reaction engineering principles and applications in process and product development. Evaluation of reaction rates from mechanisms and experimental data, quantification of pertinent transport effects and application to reactor and product design. Prerequisites: EECE 201, 203, 204, 301. (Prior to FL2015, this course was numbered: E63 471.)

Credit 3 units. EN: TU

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#### **E44 EECE 405 Unit Operations Laboratory**

Laboratory experiments designed to illustrate the principles of transport (heat, mass and momentum), thermodynamics, kinetics and reaction engineering, and separations that apply to chemical and biological systems. Experiments include traditional chemical engineering unit operations and emerging areas such as biotechnology, bioenergy and materials. One laboratory period and one workshop are alternating once a week. Lecture session(s) on process engineering components and process safety are scheduled every week. Prerequisites: EECE 301, 304. Corequisite: EECE 403. (Prior to FL2015, this course was numbered: E63 473A.)

Credit 4 units. EN: TU

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#### **E44 EECE 411 International Experience in EECE**

This course provides undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited varies from year to year with one or more EECE faculty members developing the program in collaboration with McDonnell Global Energy

and Environment Partnership (MAGEEP) universities. Example activities include conducting field or laboratory research, attending short courses taught by MAGEEP university faculty members, and visiting attractions relevant to the course focus (e.g., industrial facilities). Students also gain an understanding of the local culture and history of the country visited. Course content includes a seminar series in the spring semester prior to the international experience, a two-to-three week visit to the location of study, and a follow-up student project and presentations during the fall semester which draw upon the experience. Students enroll in EECE 411 for the fall semester following the trip. (Prior to FL2015, this course was numbered: E33 401.)

Credit 3 units. EN: TU

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#### **E44 EECE 412 Sustainability Exchange: Community and University Practicums**

The Sustainability Exchange will bring together students working in transdisciplinary teams to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students will participate in projects with clients and partners on- or off-campus, developed with and guided by faculty advisers drawn from across the university, with the intention of delivering an applicable end-product that explores "wicked" problems requiring innovative methods and solutions. These projects matter to the client or partner. The team-based project will be complemented by a seminar that will explore the field of design and design thinking through problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering and science, as well as contemporary topics in energy, environment and sustainability. Students will draw on these topics to influence their projects. This course is open to all undergraduate juniors and seniors. An application is required; students will be accepted off the wait list following the application process.

Same as I50 InterD 405

Credit 3 units. A&S IQ: SSC EN: S

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#### **E44 EECE 413 Energy Conversion and Storage**

This course takes a thermodynamics perspective to analyzing electricity production and distribution systems, which are imperative to modern society. The course contains a hands-on laboratory component. Traditional and advanced heat engine cycles will be discussed. Opportunities and challenges with renewable energy technologies will be covered. Essential to the widespread adoption of renewable electricity sources, and also to increasing energy efficiency, are smart grid and smart building technologies. The goal is to give the student a quantitative overview, while focusing in on the details of a few important technological examples. Prerequisites: E44 EECE 203 or E37 MEMS 301 and E44 EECE 301 or E37 MEMS 3410; or instructor permission.

Credit 3 units. EN: TU

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#### **E44 EECE 414 New Product and Process Development**

An overview of product development, innovative solutions to technical problems, designed experimentation, evaluation of abstract data, product design, and the basics of intellectual property. Prerequisites: junior standing and Chem 251, EECE 203 or by permission of the instructor. (Prior to FL2015, this course was numbered: E63 450.)

Credit 3 units. EN: TU

**E44 EECE 416 Industrial Process Safety**

Analysis and management of fire and explosion hazards. Control of human exposure to toxic materials. Codes, standards, and regulations. Transportation and disposal of noxious substances. Analysis of drift from clouds, flares, and stacks. Venting of pressure vessels. Hazard evaluation and safety review of processes. Emergency plans for accidents and disasters. Prerequisite: EECE 203 or Chem 421 or permission of instructor. (Prior to FL2015, this course was numbered: E63 479/569.) Credit 3 units. EN: TU

**E44 EECE 418 Principles of Surface and Colloid Science**

Interfacial phenomena play key roles in such industrial operations as emulsification, catalysis, and detergency. Introduction to principles of surface science. Particular attention to describing the nature of the liquid/gas, liquid/liquid, solid/liquid, and solid/gas interfaces. Specific topics include methods of measuring surface tension, interfacial adsorption, surface area and particle size determinations, dispersion stabilization/flocculation, emulsification, and wetting. Prerequisite: EECE 203 or permission of instructor. (Prior to FL2015, this course was numbered: E63 480.) Credit 3 units. EN: TU

**E44 EECE 420 Properties of Materials**

A detailed look at the mechanical, chemical and surface properties of materials. Topics include elastic properties; plastic deformation; viscoelastic behavior; chemical resistance; corrosion resistance; and the electromagnetic properties of metal, plastic, ceramic and composite systems. Prerequisite: EECE 305. (Prior to FL2015, this course was numbered: E63 476.) Credit 3 units. EN: TU

**E44 EECE 421 Advanced Energy Lab**

Laboratory experiments to illustrate the application of engineering fundamentals to the study of advanced energy generation, storage, distribution and delivery systems. Modules include both lecture and laboratory components and explore topics such as fossil fuel combustion, solar PV and solar thermal systems, wind-derived energy, biofuels production, electrochemical energy storage. Extensive metering of energy use in Brauer Hall is used to study systems performance including energy efficiency. Prerequisites: EECE 203 or MEMS 301, and EECE 301 or MEMS 3410; or permission of instructor. (Prior to FL2015, this course was numbered: E33 439.) Credit 3 units. EN: TU

**E44 EECE 423 Senior Thesis**

Research project to be selected by the student with the permission and recommendation of a faculty supervisor and the approval of the department chair. At conclusion of project, student prepares a report in the form of a senior thesis. (Prior to FL2015, this course was numbered: E63 499.) Credit variable, maximum 6 units.

**E44 EECE 424 Digital Process Control Laboratory**

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level,

temperature, and pressure control. Term project. Prerequisite: ESE 441 or EECE 401 or equivalent. (Prior to FL2015, this course was numbered: E63 433.) Credit 3 units. EN: TU

**E44 EECE 425 Environmental Engineering Laboratory**

Laboratory experiments to illustrate the application of engineering fundamentals to environmental systems. Applications of experimental design and data analysis principles. Introduction to relevant analytical instrumentation and laboratory techniques. Laboratory work supported by theoretical analysis and modeling as appropriate. Prerequisite: consent of instructor. (Prior to FL2015, this course was numbered: E63 408A/508A.) Credit 3 units. EN: TU

**E44 EECE 426 ChE Honors Design Project for AIChE Student Contest Problem**

Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures in solving the AIChE national student contest problem. Up to two single and up to two group (2-3 per group) solutions may be chosen for national competition. Concurrent with EECE 402. Prerequisites: EECE 203, 301, 302, 304 and 403. (Prior to FL2015, this course was numbered: E63 478B.) Credit 1 unit. EN: TU

**E44 EECE 500 Independent Study**

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: graduate-level standing. Credit variable, maximum 9 units.

**E44 EECE 501 Transport Phenomena in EECE**

The aim of the course is for students to develop skills in applying principles of momentum, heat and mass transport in a unified manner to problems encountered in the areas of energy, environmental and chemical processes. A systems approach is followed so that the general principles can be grasped, and the skills to develop mathematical models of seemingly different processes are emphasized. This provides the students with a general tool which they can apply later in their chosen field of research. (Prior to FL2015, this course was numbered: E33 501.) Credit 3 units.

**E44 EECE 502 Advanced Thermodynamics in EECE**

The objective of this course is to understand classical thermodynamics at a deeper level than is reached during typical undergraduate work. Emphasis is placed on solving problems relevant to chemical engineering materials science. Prerequisite: E63 ChE 320 or E44 203 or equivalent. (Prior to FL2015, this course was numbered: E33 511.) Credit 3 units.

**E44 EECE 503 Mathematical Methods in EECE**

The course introduces students to mathematical principles essential for graduate study in any engineering discipline. Applied mathematical concepts are demonstrated by

applications to various areas in energy, environmental, biomedical, chemical, mechanical, aerospace, electrical and civil engineering. (Prior to FL2015, this course was numbered: E33 502.)

Credit 3 units.

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#### **E44 EECE 504 Aerosol Science and Technology**

Fundamental properties of particulate systems — physics of aerosols, size distributions, mechanics and transport of particles: diffusion, inertia, external force fields. Visibility and light scattering. Aerosol dynamics — coagulation, nucleation, condensation. Applications to engineered systems: nanoparticle synthesis, atmospheric aerosols, combustion aerosols, pharmaceutical aerosols. Prerequisites: EECE 301, ESE 318 and 319. (Prior to FL2015, this course was numbered: E63 518.) Credit 3 units. EN: TU

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#### **E44 EECE 505 Aquatic Chemistry**

Aquatic chemistry governs aspects of the biogeochemical cycling of trace metals and nutrients, contaminant fate and transport, and the performance of water and wastewater treatment processes. This course examines chemical reactions relevant to natural and engineered aquatic systems. A quantitative approach emphasizes the solution of chemical equilibrium and kinetics problems. Topics covered include chemical equilibrium and kinetics, acid-base equilibria and alkalinity, dissolution and precipitation of solids, complexation of metals, oxidation-reduction processes, and reactions on solid surfaces. A primary objective of the course is to be able to formulate and solve chemical equilibrium problems for complex environmental systems. In addition to solving problems manually to develop chemical intuition regarding aquatic systems, software applications for solving chemical equilibrium problems are also introduced. Prerequisite: Chem 112A. (Prior to FL2015, this course was numbered: E33 443/543.)

Credit 3 units. EN: TU

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#### **E44 EECE 506 Bioprocess Engineering I: Fundamentals & Applications**

The course covers the fundamentals and provides the basic knowledge needed to understand and analyze processes in biotechnology in order to design, develop and operate them efficiently and economically. This knowledge is applied to understand various applications and bioprocesses, such as formation of desirable bio and chemical materials and products, production of bioenergy, food processing and waste treatment. The main objective of the course is to introduce the essential concepts and applications of bioprocessing to students of diverse backgrounds. An additional project is required to obtain graduate credit. Prerequisites: L41 Biol 2960 or equivalent or permission of instructor. (Prior to FL2015, this course was numbered: E63 453/553.)

Credit 3 units. EN: TU

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#### **E44 EECE 507 Kinetics and Reaction Engineering Principles**

The course is aimed at a modern multiscale treatment of kinetics of chemical and biochemical reactions and application of these fundamentals to analyze and design reactors. Application of reaction engineering principles in the areas related to energy generation, pollution prevention, chemical and biochemical processes are studied and illustrated with case studies and computer models. Description of the role of mass and heat transport in reacting systems is also provided with numerous

examples. (Prior to FL2015, this course was numbered: E33 503.)

Credit 3 units.

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#### **E44 EECE 508 Research Rotation**

First-year doctoral students in EECE should undertake research rotation as a requirement prior to choosing a permanent research adviser. The rotation requires the student to work under the guidance of a faculty member. (Prior to FL2015, this course was numbered: E33 508.)

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#### **E44 EECE 509 Seminar in Energy, Environmental, and Chemical Engineering**

All graduate students in EECE should attend the Departmental Seminar Series to gain exposure in various diverse fields of research. Students are also expected to participate in journal clubs and other discussion formats to discuss topical research areas. The course is required of all graduate students every semester of residency in the program. (Prior to FL2015, this course was numbered: E33 509.)

Credit 1 unit.

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#### **E44 EECE 510 Advanced Topics in Aerosol Science & Engineering**

This course is focused on discussion of advanced topics in aerosol science and engineering and its applications in a variety of fields — materials science, chemical engineering, mechanical engineering, and environmental engineering. Prerequisite: EECE 504. (Prior to FL2015, this course was numbered: E63 592A.)

Credit 3 units. EN: TU

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#### **E44 EECE 512 Combustion Phenomena**

Introduction to fundamental aspects of combustion phenomena including relevant thermochemistry, fluid mechanics, and transport processes. Emphasis is on elucidation of the physico-chemical processes, problem formulation, and analytical techniques. Topics covered include ignition, extinction, diffusion flames, particle combustion, deflagrations, and detonations. Prerequisites: graduate standing or permission of instructor. (Prior to FL2015, this course was numbered: E33 5404.)

Credit 3 units. EN: TU

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#### **E44 EECE 513 Topics in Nanotechnology**

This course is focused on the discussion of topics in nanotechnology — with a focus on nanoparticles and their applications in a variety of fields — materials science, chemical engineering, mechanical engineering, environmental engineering, medicine. (Prior to FL2015, this course was numbered: E63 526.)

Credit 3 units. EN: TU

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#### **E44 EECE 514 Atmospheric Science and Climate**

This course covers current research topics in atmospheric chemistry and climate change. Topics include atmospheric composition, chemistry, transport, dynamics, radiation, greenhouse gases, natural and anthropogenic primary pollution sources and secondary aerosol production, and measurement techniques. Focus is placed on how our atmosphere and climate are altered in a world of changing energy production and land use. Prerequisites: Chemistry 112A, Physics 118 or 198, and junior or higher standing. (Prior to FL2015, this course was numbered: E33 547.)

Credit 3 units. EN: TU

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#### **E44 EECE 515 Dynamics of Air Pollution**

Physicochemical processes governing the dynamics of pollutants from point and non-point sources: generation, transport and decay. Application of fundamental thermodynamics, mass/heat transfer and fluid mechanics principles to environmental systems. Prerequisites: EECE 203, ESE 317 or ESE 318 and 319, and EECE 505, or equivalent, or permission of instructor. (Prior to FL2015, this course was numbered: E63 510.)

Credit 3 units. EN: TU

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#### **E44 EECE 516 Measurement Techniques for Particle Characterization**

The purpose of this course is to introduce students to the principles and techniques of particle measurement and characterization. Practical applications of particle technology include air pollution measurement, clean manufacturing of semiconductors, air filtration, indoor air quality, particulate emission from combustion sources and so on. The course focuses on (1) integral moment measurement techniques, (2) particle sizing and size distribution measuring techniques, and (3) particle composition measurement techniques. The related issues such as particle sampling and transportation, the instrument calibration, and particle standards also are covered. (Prior to FL2015, this course was numbered: E63 563.)

Credit 3 units. EN: TU

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#### **E44 EECE 518 Sustainable Air Quality**

Introduction to sustainability and sustainable air quality. Systems science as an organizing principle for air quality management. Setting of air quality goals. Observing the status and trends. Establishing causal factors: energy use and chemical processing. Natural sources and variability. Corrective actions to reach air quality goals. Process design for emission reductions. Adoptive response to air pollution episodes. A web-based class project is conducted through the semester. (Prior to FL2015, this course was numbered: E63 549.)

Credit 3 units. EN: TU

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#### **E44 EECE 531 Environmental Organic Chemistry**

Fundamental, physical-chemical examination of organic molecules (focused on anthropogenic pollutants) in aquatic (environmental) systems. Students learn to calculate and predict chemical properties that are influencing the partitioning of organic chemicals within air, water, sediments and biological systems. This knowledge is based on understanding intermolecular interactions and thermodynamic principles. Mechanisms of important thermochemical, hydrolytic, redox, and biochemical transformation reactions are also investigated, leading to the development of techniques (such as structure-reactivity relationships) for assessing environmental fate or human exposure potential. Prerequisite: Chem 112A. (Prior to FL2015, this course was numbered: E33 448/548.)

Credit 3 units. EN: TU

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#### **E44 EECE 533 Physical and Chemical Processes for Water Treatment**

Water treatment is examined from the perspective of the physical and chemical unit processes used in treatment. The theory and fundamental principles of treatment processes are covered and are followed by the operation of treatment processes. Processes covered include gas transfer, adsorption, precipitation, oxidation-

reduction, flocculation, sedimentation, filtration, and membrane processes. (Prior to FL2015, this course was numbered: E33 588.)

Credit 3 units. EN: TU

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#### **E44 EECE 534 Environmental Nanochemistry**

This course involves the study of nanochemistry at various environmental interfaces, focusing on colloid, nanoparticle, and surface reactions. The course also (1) examines the thermodynamics and kinetics of nanoscale reactions at solid-water interfaces in the presence of inorganic or organic compounds and microorganisms; (2) investigates how nanoscale interfacial reactions affect the fate and transport of contaminants; (3) introduces multidisciplinary techniques for obtaining fundamental information about the structure and reactivity of nanoparticles and thin films, and the speciation or chemical form of environmental pollutants at the molecular scale; (4) explores connections between environmental nanochemistry and environmental kinetic analysis at larger scales. This course helps students attain a better understanding of the relationship between nanoscience/technology and the environment — specifically how nanoscience could potentially lead to better water treatments, more effective contaminated-site remediation, or new energy alternatives. (Prior to FL2015, this course was numbered: E33 534.)

Credit 3 units. EN: TU

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#### **E44 EECE 536 Computational Chemistry of Molecular and Nanoscale Systems**

This course explores the structure, properties and reactivity of molecular and nanoscale systems in engineering using computational chemistry tools. The science behind density functional theory (DFT) calculations and molecular dynamics (MD) simulations is explained and applied in the context of multiscale modeling. Special emphasis is placed on solid-state materials and aqueous/biological systems found in engineering. Students are encouraged to apply the methods discussed in class to their own research topics. Prerequisites: EECE 203 and 204, or permission of the instructor. (Prior to FL2015, this course was numbered: E33 591.)

Credit 3 units. EN: TU

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#### **E44 EECE 551 Metabolic Engineering and Synthetic Biology**

Synthetic Biology is a transformative view of biology from "observation approach" to "synthesis approach." It is a new "engineering" discipline and aims to make the engineering of new biological function predictable, safe and quick. It will pave a wide range of applications to transform our views on production of sustainable energy and renewable chemicals, environmental problems, and human disease treatments. The field intersects with Metabolic Engineering in areas such as the design of novel pathways and genetic circuits for product generation and toxic chemical degradation. In this course, the field and its basis are introduced. First, relevant topics in biology, chemistry, physics and engineering are covered. Second, students will participate in brain-storming and discussion on new biology-based systems. Last, students will design and present new synthetic biology systems to solve real-world problems. (Prior to FL2015, this course was numbered: E33 596A.) No prerequisite. Both undergrad and graduate students can take this course.

Credit 3 units. EN: TU

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#### E44 EECE 552 Biomass Energy Systems and Engineering

This course offers background in the organic chemistry, biology and thermodynamics related to understanding the conversion of biomass. In addition, it includes relevant topics relating to biomass feedstock origin, harvest, transportation, storage, processing and pretreatment along with matters concerning thermo- and biochemical conversion technologies required to produce fuels, energy, chemicals and materials. Also, various issues with respect to biomass characterization, economics and environmental impact are discussed. The main objective of the course is to introduce concepts central to a large-scale integrated biomass bioconversion system. (Prior to FL2015, this course was numbered: E33 495D/595D.)

Credit 3 units. EN: TU

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#### E44 EECE 554 Molecular Biochemical Engineering

This course is set for junior-level graduate students to bridge the gap between biochemical engineering theory and academic research in bioengineering. It covers common molecular biotechnologies (molecular biology, microbiology, recombinant DNA technology, protein expression, etc.), biochemical models (enzyme catalysis, microbial growth, bioreactor, etc.) and bioengineering methodologies (protein engineering, expression control systems, etc.). These theories and technologies are introduced in a manner closely related to daily academic research or biochemical industry. Areas of application include biofuel and chemical production, drug discovery and biosynthesis, bioremediation, and environmental applications. This course also contains a lab section (20–30%) that requires students to apply the knowledge learned to design experiments, learn basic experimental skills and solve current research problems. Prerequisites: EECE 101, Biol 2960, Biol 4810. (Prior to FL2015, this course was numbered: E33 595C.)

Credit 3 units. EN: TU

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#### E44 EECE 556 Bioenergy

A broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems, and current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemical products. An overall emphasis is placed on the use of large-scale genomic, transcriptomic and metabolomic datasets in biochemistry. The topics covered include photosynthesis, central metabolism, structure and degradation of plant lignocellulose, and microbial production of liquid alcohol, biodiesel, hydrogen & other advanced fuels. Course meets during the second half of the spring semester. Prerequisites: Biol 4810 or permission of instructor. (Prior to FL2015, this course was numbered: E33 4830/5830.)

Credit 2 units.

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#### E44 EECE 571 Industrial and Environmental Catalysis

Major industrial and environmental catalytic processes. Principal theories of heterogeneous catalysis. Experimental methods and techniques used to develop modern catalytic systems. Examples from the petrochemical industry, automotive exhaust systems and industrial emissions abatement. Prerequisites: Chem 112, 262. (Prior to FL2015, this course was numbered: E63 525.)

Credit 3 units. EN: TU

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#### E44 EECE 572 Advanced Transport Phenomena

Analytical tools in transport phenomena: Scaling, perturbation and stability analysis. Numerical computations of common transport problem with MATLAB tools. Low Reynolds number

flows and applications to microhydrodynamics. Turbulent flow analysis and review of recent advances in numerical modeling of turbulent flows. Convective heat and mass transfer in laminar and turbulent flow systems. Introduction to two phase flow and multiphase reactors. Pressure-driven transport and transport in membranes, electrochemical systems, double layer effects and flow in microfluid devices. Prerequisites: EECE 501 (Transport phenomena) or equivalent senior level courses in fluid mechanics and heat transfer. (Prior to FL2015, this course was numbered: E63 514.)

Credit 3 units. EN: TU

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#### E44 EECE 574 Electrochemical Engineering

This course will teach the fundamentals of electrochemistry and the application of the same for analyzing various electrochemical energy sources/devices. The theoretical frameworks of current-potential distributions, electrode kinetics, porous electrode and concentrated solution theory will be presented in the context of modeling, simulation and analysis of electrochemical systems. Applications to batteries, fuel cells, capacitors, copper deposition will be explored. Pre-/corequisites: EECE 501-502 (or equivalent), or permission of instructor. (Prior to FL2015, this course was numbered: E33 589.)

Credit 3 units.

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#### E44 EECE 576 Chemical Kinetics and Catalysis

This course reflects the fast, contemporary progress being made in decoding kinetic complexity of chemical reactions, in particular heterogeneous catalytic reactions. New approaches to understanding relationships between observed kinetic behavior and reaction mechanism are explained. Present theoretical and methodological knowledge are illustrated by many examples taken from heterogeneous catalysis (complete and partial oxidation), combustion and enzyme processes. Prerequisite: senior or graduate student standing. (Prior to FL2015, this course was numbered: E33 598.)

Credit 3 units. EN: TU

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#### E44 EECE 591 Energy and Buildings

There is a \$2 trillion U.S. market in energy efficiency with paybacks of 4-5 years. This course is an introduction to energy use in the built environment and means and methods for evaluating and harvesting these financial benefits. It is based on fundamentals of energy usage in building systems. Building sciences for architectural envelope, heating and cooling systems, lighting and controls. Building/weather interaction and utility weather regression analyses. Building dynamics and rates of change in energy usage. Students work in groups to perform an energy audit for a building on campus. Prerequisite: senior or graduate student standing, or permission of instructor. (Prior to FL2015, this course was numbered: E33 495/595.)

Credit 3 units.

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#### E44 EECE 593 Energy and Environment

This course sets out to instruct the student on how to understand decision-making regarding energy and the environment, and provides a unique educational experience, wherein the challenges and potential solutions to meeting future energy needs are clearly elucidated via lectures and experiential learning. Topics include: overview of energy and the environment and associated challenges; description of power generation from coal, natural gas, biomass, wind, solar, hydro, geothermal and nuclear; political, environmental and social considerations; regulations, economics, decision-

making; students gain experience with software capable of analyzing renewable energy projects worldwide, from backyard to power-plant scale systems. (Prior to FL2015, this course was numbered: E33 500A.)

Credit 3 units.

#### E44 EECE 595 Principles of Methods of Micro and Nanofabrication

A hands-on introduction to the fundamentals of micro- and nanofabrication processes with emphasis on cleanroom practices. The physical principles of oxidation, optical lithography, thin film deposition, etching and metrology methods will be discussed, demonstrated and practiced. Students will be trained in cleanroom concepts and safety protocols. Sequential microfabrication processes involved in the manufacture of microelectronic and photonic devices will be shown. Training in imaging and characterization of micro- and nanostructures will be provided. Prerequisite: graduate or senior standing or permission of the instructor.

Same as E37 MEMS 5611

Credit 3 units. EN: TU

#### E44 EECE 597 EECE Project Management

An introduction to the theory and practice of engineering project management, with an emphasis on projects related to environmental protection and occupational health and safety. Topics include: project definition and justification; project evaluation and selection; financial analysis and cost estimation; project planning, including scheduling, resourcing and budgeting; project oversight, auditing and reporting; and effective project closure. Students will be introduced to commonly used project management tools and systems, such as work breakdown structures, network diagrams, Gantt charts, and project management software. Topics will also include project management in different organizational structures and philosophies; creating effective project teams; and managing projects in international settings. Prerequisites: enrolled in MEng program; senior or higher standing.

Credit 3 units.

#### E44 EECE 599 Master's Research

Credit variable, maximum 9 units.

## BSCHE Requirements

Table 1

| Physical Sciences  | Units     |
|--|-----------|
| General Chemistry (Chem 111A, Chem 112A)                                   | 6         |
| General Chemistry Laboratory (Chem 151, Chem 152)                          | 4         |
| General Physics (Physics 117A or Physics 197; Physics 118A or Physics 198) | 8         |
| Organic Chemistry I (Chem 261)   | 4         |
| <b>Unit Subtotal</b>   | <b>22</b> |
| Biological Science   | Units     |
| Principles of Biology I (Biol 2960)  | 4         |

| Unit Subtotal   | 4         |
|---|-----------|
| Mathematics & Computing   | Units     |
| Calculus II & III (Math 132, Math 233)  | 6         |
| Differential Equations (Math 217)   | 3         |
| Engineering Mathematics A, B (ESE 318, ESE 319)                                     | 6         |
| Probability and Statistics for Engineering (ESE 326)                                | 3         |
| Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202) | 3         |
| <b>Unit Subtotal</b>  | <b>21</b> |

| Chemical Engineering Core  | Units     |
|--|-----------|
| Introduction to Energy, Environmental and Chemical Engineering (EECE 101)      | 3         |
| Engineering Analysis of Chemical Systems (EECE 201)                            | 3         |
| Thermodynamics I in Energy, Environmental and Chemical Engineering (EECE 203)  | 3         |
| Thermodynamics II in Energy, Environmental and Chemical Engineering (EECE 204) | 3         |
| Transport Phenomena I, II (EECE 301, EECE 302)                                 | 6         |
| Transport Phenomena III: Energy Transfer Processes (EECE 303)                  | 3         |
| Mass Transfer Operations (EECE 304)  | 3         |
| Materials Science (EECE 305)   | 3         |
| Chemical Process Dynamics and Control (EECE 401)                               | 3         |
| ChE Capstone (EECE 402)  | 3         |
| Chemical Reaction Engineering (EECE 403)                                       | 3         |
| Unit Operations Laboratory (EECE 405)  | 4         |
| <b>Unit Subtotal</b>   | <b>40</b> |

| Other   | Units     |
|---|-----------|
| Chemical Engineering electives (some of these courses can be taken outside the EECE department) | 18        |
| Engineering Ethics and Sustainability (Engr 4501)   | 1         |
| Engineering Leadership and Team Building (Engr 4502)  | 1         |
| Conflict Management and Negotiation (Engr 4503)   | 1         |
| Humanities and social science electives   | 15        |
| Technical Writing (Engr 310)  | 3         |
| <b>Unit Subtotal</b>  | <b>39</b> |

## Sample ChE Curriculum

**Table 2**

|   | Units     |           |
|---|-----------|-----------|
|   | Fall      | Spring    |
| <b>First Year</b>   |           |           |
| General Physics I or Physics I (Physics 117A or Physics 197)                        | 4         | —         |
| Introduction to Engineering Tools: MATLAB and Simulink (ESE 101)*                   | 1         | —         |
| General Chemistry I, II (Chem 111A, 112A)   | 3         | 3         |
| General Chemistry Laboratory I, II (Chem 151, 152)                                  | 2         | 2         |
| Calculus II, III (Math 132, 233)  | 3         | 3         |
| Introduction to Energy, Environmental and Chemical Engineering (EECE 101)           | 3         | —         |
| General Physics II or Physics II (Physics 118A or Physics 198)                      | —         | 4         |
| Humanities/social sciences elective   | —         | 3         |
|   | <b>16</b> | <b>15</b> |
| <b>Second Year</b>  |           |           |
| Organic Chemistry I with Lab (Chem 261)   | 4         | —         |
| Humanities/social sciences elective   | 3         | —         |
| Differential Equations (Math 217)   | 3         | —         |
| Engineering Analysis of Chemical Systems (EECE 201)                                 | 3         | —         |
| Thermodynamics I in EECE (EECE 203)   | 3         | —         |
| Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202) | —         | 3         |
| Thermodynamics II in EECE (EECE 204)  | —         | 3         |
| Principles of Biology I (Biol 2960)   | —         | 4         |
| Engineering Mathematics A (ESE 318)   | —         | 3         |
| Probability and Statistics for Engineering (ESE 326)                                | —         | 3         |
|   | <b>16</b> | <b>16</b> |
| <b>Third Year</b>   |           |           |
| Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)                        | 3         | —         |
| Materials Science (EECE 305)  | 3         | —         |
| ChE elective  | 3         | 6         |
| Engineering Mathematics B (ESE 319)   | 3         | —         |
| Humanities/social sciences electives**  | 3         | 3         |
| Transport Phenomena II: Mass Transfer (EECE 302)                                    | —         | 3         |
| Mass Transfer Operations (EECE 304)   | —         | 3         |
| Technical Writing (Engr 310)  | —         | 3         |
|   | <b>15</b> | <b>18</b> |

### Fourth Year

|   |           |           |
|---|-----------|-----------|
| Humanities/social sciences electives                          | 3         | 3         |
| ChE electives   | 3         | 6         |
| Chemical Process Dynamics and Control (EECE 401)              | 3         | —         |
| Chemical Reaction Engineering (EECE 403)                      | 3         | —         |
| Unit Operations Laboratory (EECE 405)                         | 4         | —         |
| Transport Phenomena III: Energy Transfer Processes (EECE 303) | —         | 3         |
| ChE Capstone (EECE 402)                                       | —         | 3         |
|   | <b>16</b> | <b>15</b> |

\*Recommended but not required.

\*\*Engr 4501, Engr 4502 and Engr 4503 should be taken in the third year.

## Mechanical Engineering & Materials Science

The Department of Mechanical Engineering & Materials Science (MEMS) offers the Bachelor of Science in Mechanical Engineering (BSME) and the Bachelor of Science in Applied Science (Mechanical Engineering). In addition, minors in aerospace engineering, energy engineering, environmental engineering science, materials science & engineering, nanoscale science & engineering, robotics, mechatronics, and mechanical engineering, and in related scientific and engineering fields, are available to students.

The MEMS curriculum emphasizes the core principles of mechanics (the study of forces, materials and motion) that underlie mechanical engineering. The common curriculum during the student's early academic development encourages breadth of understanding, interdisciplinary thinking and creativity. First-year students, sophomore and early junior years are focused on learning fundamental concepts in statics, dynamics, fluid mechanics and thermodynamics. In the junior and senior years, students choose electives that emphasize their specific interests and prepare them for a particular professional or academic career. The undergraduate curriculum for the BSME degree provides Mechanical Engineering & Materials Science students with a strong base in fundamental mathematics, science and engineering; exposes the students to diverse applications of mechanics and materials; and provides the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical in a variety of important emerging technologies. Mechanical engineers design and develop artificial organs, prosthetic limbs, robotic devices, adaptive materials, efficient propulsion mechanisms, high-performance aerospace structures, and advanced renewable energy systems. The core concepts of mechanics, thermal

systems and materials science are at the heart of these technologies.

## Mission Statement

The Mechanical Engineering & Materials Science faculty is committed to providing the best possible undergraduate mechanical engineering education possible. We strive to nurture the intellectual, professional and personal development of the students, to continually improve the curriculum, to be professionally current, and to maintain state-of-the-art facilities for teaching and learning.

We seek to prepare students for professional practice with a scientifically grounded foundation in the major topics of mechanical engineering: solid mechanics, mechanical design, dynamics and vibrations, systems control, fluid mechanics, thermal science and materials science.

## Bachelor of Science in Mechanical Engineering

The mission of the undergraduate program in mechanical engineering is to prepare students within the broad and evolving field of mechanical engineering. The program instills in students a capacity for creative design through critical and analytical thought. The BSME is the first step toward a career in industry, academia or government; it encourages a commitment to independent, lifelong learning and professional development. In addition to their technical studies, students learn to communicate their ideas clearly and to conduct themselves in an ethical and socially responsible manner.

The curriculum is a four-year program leading to the first professional degree, Bachelor of Science in Mechanical Engineering, which is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The curriculum prepares the student for professional practice or postgraduate education in a broad spectrum of mechanical and other engineering or professional fields. The curriculum provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. The curriculum has 34 units of mathematics and basic sciences, 58 units of engineering topics, and 28 units of general education for a total degree requirement of 120 units. The general education includes 18 units of social science and humanities.

Core courses must be taken for credit (grade). The social science and humanities courses may be taken pass/fail. The undergraduate program provides the necessary foundations in these areas and the opportunity to specialize in topics of particular interest. Specialization is accomplished by judicious choice of engineering electives taken in 300-, 400- or 500-level courses approved by the student's adviser. At the end of the four-year program, the student is ready to go on to graduate education, research or professional practice.

## Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. These objectives are based on the needs of the program's constituencies.

Within a few years from graduation, graduates of the Bachelor of Science in Mechanical Engineering program are expected to:

- Engage in professional practice and/or advanced study
- Further their knowledge and skills through education and/or professional development
- Serve society by using and communicating their knowledge and values

## Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge and behaviors that students acquire as they progress through the program.

The Student Outcomes are:

- (a) An ability to apply knowledge of mathematics, science and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- (d) An ability to function on multidisciplinary teams
- (e) An ability to identify, formulate and solve engineering problems
- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively
- (h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- (i) A recognition of the need for, and an ability to engage in, lifelong learning
- (j) A knowledge of contemporary issues
- (k) An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

## Bachelor of Science in Applied Science (Mechanical Engineering)

The Bachelor of Science in Applied Science (Mechanical Engineering) degree program will offer a degree path for students to gain technical knowledge in mechanical engineering

with more course selection flexibility. Students who do not desire to become licensed engineers, but seek to acquire analytical engineering thinking skills, may choose to pursue this program. The added degree flexibility will allow these students to pursue additional second majors and/or minors and increase their ability to participate in programs such as study abroad.

## Pre-Medical Option

Research and practice in the biological and medical sciences increasingly involves advanced technology, including mechanical engineering. For those interested in a career in medicine, the pre-medical option in Mechanical Engineering & Materials Science makes it possible to obtain an accredited Bachelor of Science and simultaneously meet the admission requirements of most medical and dental schools. The program also provides a foundation for graduate study and research in biomedical engineering. The essential requirements of the pre-medical option are two semesters of general biology (Biol 2960, Biol 2970); two semesters of general chemistry with a laboratory, and two semesters of organic chemistry with a laboratory (Chem 111A, Chem 151, Chem 112A, Chem 152, Chem 261, Chem 262); and one semester of biochemistry (Biol 451). Psychology (Psych 100B) and sociology are highly recommended. One semester of organic chemistry may be counted as an upper-level MEMS elective; the student must take 6 units of other upper-level mechanical engineering electives to complete the 9-unit requirement. The pre-medical option is easier for those who have a high school background in biology or, by reason of advanced placement in math/science, have reduced requirements in the Common Studies portion of the curriculum. For additional information on the pre-medical option, please refer to the pre-medical education section located in the introduction to the School of Engineering & Applied Science's Undergraduate Programs (p. 936) or contact the pre-health adviser, Ron Laue (ron.laue@wustl.edu), for additional information.

## Graduate Programs

The department offers programs for graduate study at both the master's and doctoral levels. All programs are designed to direct advanced study into an area of specialization and original research that includes recent scientific and technological advances.

A graduate degree can provide significant advantages and rewards to a mechanical engineer, including increased income and a wider range of career options. Graduate programs include professional, course-option master's degrees (MS and MEng) and research-based master's (MS) or doctoral (PhD) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives in the third and fourth years can facilitate the transition to graduate work. The master's degrees can be pursued on a part-time or

full-time basis, while PhD degrees are typically pursued by full-time students.

**Website:** <https://mems.wustl.edu>

## Faculty

### Chair

**Philip V. Bayly** (<https://engineering.wustl.edu/Profiles/Pages/Philip-Bayly.aspx>)  
Lilyan and E. Lisle Hughes Professor of Mechanical Engineering  
PhD, Duke University  
Nonlinear dynamics, vibrations, biomechanics

### Associate Chairs

**Katharine M. Flores (Materials Science)** (<https://engineering.wustl.edu/Profiles/Pages/Kathy-Flores.aspx>)  
PhD, Stanford University  
Mechanical behavior of structural materials

**David A. Peters (Mechanical Engineering)**  
McDonnell Douglas Professor of Engineering  
PhD, Stanford University  
Aeroelasticity, vibrations, helicopter dynamics

### Endowed Professors

**Ramesh K. Agarwal** (<https://engineering.wustl.edu/Profiles/Pages/Ramesh-Agarwal.aspx>)  
William Palm Professor of Engineering  
PhD, Stanford University  
Computational fluid dynamics and computational physics

**Mark J. Jakiela** (<https://engineering.wustl.edu/Profiles/Pages/Mark-Jakiela.aspx>)  
Lee Hunter Professor of Mechanical Design  
PhD, University of Michigan  
Mechanical design, design for manufacturing, optimization, evolutionary computation

**Shankar M.L. Sastry** (<https://engineering.wustl.edu/Profiles/Pages/Shankar-Sastry.aspx>)  
Christopher I. Byrnes Professor of Engineering  
PhD, University of Toronto  
Materials science, physical metallurgy

### Professor

**Guy M. Genin** (<https://engineering.wustl.edu/Profiles/Pages/Guy-Genin.aspx>)  
PhD, Harvard University  
Solid mechanics, fracture mechanics

### Associate Professors

**Srikanth Singamaneni** (<https://engineering.wustl.edu/Profiles/Pages/Srikanth-Singamaneni.aspx>)  
PhD, Georgia Institute of Technology  
Microstructures of cross-linked polymers

**Jessica E. Wagenseil** (<https://engineering.wustl.edu/Profiles/Pages/Jessica-Wagenseil.aspx>)  
DSc, Washington University  
Arterial biomechanics

## Assistant Professors

**Damena D. Agonafer**  
PhD, University of Illinois at Urbana-Champaign  
Computational fluid dynamics and computational physics

**Parag Banerjee** (<https://engineering.wustl.edu/Profiles/Pages/Parag-Banerjee.aspx>)  
PhD, University of Maryland  
Materials sciences and engineering, nanostructured materials, materials synthesis, and novel devices for storing and harvesting energy

**Spencer P. Lake** (<https://engineering.wustl.edu/Profiles/Pages/Spencer-Lake.aspx>)  
PhD, University of Pennsylvania  
Soft tissue biomechanics

**J. Mark Meacham** (<https://engineering.wustl.edu/Profiles/Pages/Mark-Meacham.aspx>)  
PhD, Georgia Institute of Technology  
Micro-/Nanotechnologies for thermal systems and the life sciences

**Rohan Mishra** (<https://engineering.wustl.edu/Profiles/Pages/Rohan-Mishra.aspx>)  
PhD, Ohio State University  
Computational materials science

**Amit Pathak** (<https://engineering.wustl.edu/Profiles/Pages/Amit-Pathak.aspx>)  
PhD, University of California, Santa Barbara  
Cellular biomechanics

**Patricia B. Weisensee**  
PhD, University of Illinois at Urbana-Champaign  
Thermal fluids

## Professors of the Practice

**Harold J. Brandon**  
DSc, Washington University  
Energetics, thermal systems

**Swami Karunamoorthy**  
DSc, Washington University  
Helicopter dynamics, engineering education

## Joint Faculty

**Richard L. Axelbaum (EECE)** (<https://engineering.wustl.edu/Profiles/Pages/Richard-Axelbaum.aspx>)  
The Stifel & Quinette Jens Professor of Environmental Engineering Science  
PhD, University of California, Davis  
Combustion, nanomaterials

**Elliot L. Elson (Biochemistry and Molecular Biophysics)**  
(<http://bmbweb.wustl.edu/faculty/faculty/elliott-elson>)  
Professor Emeritus of Biochemistry & Molecular Biophysics  
PhD, Stanford University  
Biochemistry and molecular biophysics

**Michael D. Harris (Physical Therapy, Orthopaedic Surgery and MEMS)** (<https://pt.wustl.edu/faculty-staff/faculty/mike-harris-phd>)  
PhD, University of Utah  
Whole body and joint-level orthopaedic biomechanics

**Kenneth F. Kelton (Physics)** ([http://www.physics.wustl.edu/people/kelton\\_kenneth-f](http://www.physics.wustl.edu/people/kelton_kenneth-f))  
Arthur Holly Compton Professor of Arts & Sciences  
PhD, Harvard University  
Study and production of titanium-based quasicrystals and related phases

**Eric C. Leuthardt (Neurological Surgery and BME)** (<http://www.neurosurgery.wustl.edu/patient-care/find-a-physician/clinical-faculty/eric-c-leuthardt-md-250>)  
MD, University of Pennsylvania School of Medicine  
Neurological surgery

**Lori Setton (BME)**  
Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering  
PhD, Columbia University  
Biomechanics for local drug delivery: tissue regenerations specific to the knee joints and spine

**Matthew J. Silva (Orthopaedic Surgery)** (<http://www.orthoresearch.wustl.edu/content/Laboratories/2963/Matthew-Silva/Silva-Lab/Overview.aspx>)  
Julia and Walter R. Peterson Orthopaedic Research Professor  
PhD, Massachusetts Institute of Technology  
Biomechanics of age-related fractures and osteoporosis

**Larry A. Taber (BME)**  
Dennis and Barbara Kessler Professor of Biomedical Engineering  
PhD, Stanford University  
Biomechanics, mechanics of development

**Simon Tang (Orthopaedic Surgery, BME)** (<http://www.orthoresearch.wustl.edu/content/Laboratories/3043/Simon-Tang/Tang-Lab/Overview.aspx>)  
PhD, Rensselaer Polytechnic Institute  
Biological mechanisms

## Senior Professors

**Phillip L. Gould**  
PhD, Northwestern University  
Structural analysis and design, shell analysis and design, biomechanical engineering

**Kenneth L. Jerina**

DSc, Washington University  
Materials, design, solid mechanics, fatigue and fracture

**Salvatore P. Suter**

PhD, California Institute of Technology  
Viscous flow, biorheology

**Barna A. Szabo**

PhD, State University of New York–Buffalo  
Numerical simulation of mechanical systems, finite-element methods

## Lecturers

**Emily J. Boyd**

PhD, University of Texas at Austin  
Thermofluids

**J. Jackson Potter**

PhD, Georgia Institute of Technology  
Senior design

**H. Shaun Sellers**

PhD, Johns Hopkins University  
Mechanics and materials

**Louis G. Woodhams**

BS, University of Missouri-St. Louis  
Computer-aided design

## Senior Research Associate

**Ruth J. Okamoto**

DSc, Washington University  
Biomechanics, solid mechanics

## Research Assistant Professor

**Anupriya Agrawal**

PhD, Ohio State University  
Materials science

## Adjunct Instructors

**Ricardo L. Actis**

DSc, Washington University  
Finite element analysis, numerical simulation, aircraft structures

**Robert G. Becnel**

MS, Washington University  
FE Review

**John D. Biggs**

MEng, Washington University  
Thermal science

**Andrew W. Cary**

PhD, University of Michigan  
Computational fluid dynamics

**Dan E. Driemeyer**

PhD, University of Illinois  
Thermoscience

**Richard S. Dyer**

PhD, Washington University  
Propulsion, thermodynamics, fluids

**John M. Griffith**

BS, Washington University  
Manufacturing

**Hanford Gross**

BS, Washington University  
Engineering project management

**Jason Hawks**

MS, Washington University  
Structural analysis

**Richard R. Janis**

MS, Washington University  
Building environmental systems

**Rigoberto Perez**

PhD, Purdue University  
Fatigue and fracture

**Dale M. Pitt**

DSc, Washington University  
Aeroelasticity

**Gary D. Renieri**

PhD, Virginia Polytechnic Institute and State University  
Structural applications, composite materials

**Hiroshi Tada**

PhD, Lehigh University  
Solid mechanics

**Matthew J. Watkins**

MS, Washington University  
Finite elements

**Michael C. Wendl**

DSc, Washington University  
Mathematical theory and computational methods in biology and engineering

## Laboratory and Design Specialist

**Mary K. Malast**

DSc, Washington University  
Materials science

## Professor Emeritus

**Wallace B. Diboll Jr.**

MSME, Rensselaer Polytechnic Institute  
Dynamics, vibrations, engineering design

## Majors

Please refer to the sections below for information about the **Bachelor of Science in Mechanical Engineering** (p. 1017) and the **Bachelor of Science in Applied Science (Mechanical Engineering)** (p. 1017).

## Bachelor of Science in Mechanical Engineering

The Department of Mechanical Engineering & Materials Science offers a four-year curriculum leading to a professional baccalaureate degree, a Bachelor of Science in Mechanical Engineering (BSME). This degree is designed to prepare students for graduate school, a professional graduate program or industry. The program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). The BSME curriculum is structured around a basic core of 58 units and a complementary mechanical engineering program of at least 62 units to complete the degree requirement of a total of 120 units.

### Basic Core Courses

#### Humanities, Social Science and Writing

| Code  | Title             | Units |
|---|-------------------|-------|
| Humanities and social science (refer to SEAS degree requirements for details) |                   | 18    |
| Engr 310  | Technical Writing | 3     |
| Total Units   |                   | 21    |

#### Mathematics and Computation

| Code        | Title                                      | Units |
|-------------|--|-------|
| Math 132    | Calculus II                                | 3     |
| Math 233    | Calculus III                               | 3     |
| Math 217    | Differential Equations                     | 3     |
| ESE 318     | Engineering Mathematics A                  | 3     |
| ESE 319     | Engineering Mathematics B                  | 3     |
| ESE 326     | Probability and Statistics for Engineering | 3     |
| CSE 131     | Computer Science I                         | 3     |
| Total Units |  | 21    |

#### Physical Sciences

| Code                           | Title                            | Units |
|--------------------------------|----------------------------------|-------|
| Chem 111A                      | General Chemistry I              | 3     |
| Chem 151                       | General Chemistry Laboratory I   | 2     |
| Physics 117A<br>or Physics 197 | General Physics I<br>Physics I   | 4     |
| Physics 118A<br>or Physics 198 | General Physics II<br>Physics II | 4     |

Physical or Life Science (200-level or above natural science in Biology, Chemistry, Physics, Earth and Planetary Science, or Environmental Studies)

Total Units 16

#### Mechanical Engineering Courses

| Code                  | Title  | Units |
|-----------------------|--|-------|
| MEMS 202              | Computer-Aided Design                              | 3     |
| MEMS 205              | Mechanics and Materials Science Laboratory         | 2     |
| MEMS 253              | Engineering Mechanics I                            | 3     |
| MEMS 255              | Engineering Mechanics II                           | 3     |
| MEMS 301              | Thermodynamics                                     | 3     |
| MEMS 305              | Fluid Mechanics and Heat Transfer Laboratory       | 2     |
| MEMS 3110             | Machine Elements                                   | 3     |
| MEMS 3410             | Fluid Mechanics                                    | 3     |
| MEMS 3420             | Heat Transfer                                      | 3     |
| MEMS 350              | Engineering Mechanics III                          | 3     |
| MEMS 3610             | Materials Science                                  | 3     |
| MEMS 405              | Vibrations and Machine Elements Laboratory         | 2     |
| MEMS 411              | Mechanical Engineering Design Project              | 3     |
| MEMS 412              | Design of Thermal Systems                          | 3     |
| MEMS 4301             | Modeling, Simulation and Control                   | 3     |
| MEMS 4310             | Dynamics and Vibrations                            | 3     |
| ESE 230               | Introduction to Electrical and Electronic Circuits | 4     |
| MEMS senior electives |  | 9     |
| Other courses         |  | 4     |
| Total Units           |  | 62    |

#### Optional Courses:

| Code      | Title  | Units |
|-----------|--|-------|
| MEMS 1001 | Machine Shop Practicum                                       | 1     |
| MEMS 1003 | Mechanical Engineering Design and Build                      | 1     |
| MEMS 101  | Introduction to Mechanical Engineering and Mechanical Design | 2     |

## Bachelor of Science in Applied Science (Mechanical Engineering)

The Bachelor of Science in Applied Science (Mechanical Engineering) program provides substantive and consistent training in mechanical engineering with maximum flexibility. This program is advantageous if a student wishes to pursue a more flexible program than the accredited BSME degree program. It is especially suitable for a double major in combination

with mathematics, physics, chemistry, biology, economics or another engineering discipline. The program can be planned to provide a background for graduate work in biological, medical or management fields. The BS in Applied Science is a nonprofessional degree and is not accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

The degree requirements include the residency and general requirements of the university and the school. The Bachelor of Science in Applied Science (Mechanical Engineering) degree requirements are:

- Complete a total of at least 120 applicable units
- Complete a minimum of 60 units at Washington University
- Complete at least 42 units at the 300 level or higher
- Complete at least 48 units in mathematics, natural science and engineering
- Complete at least 30 units of mechanical engineering (MEMS) courses
- Satisfy the SEAS English composition requirement
- Satisfy the SEAS humanities and social science requirement
- Satisfy the residency requirement of 30 units of 200-level or higher engineering courses
- Earn at least a 2.0 cumulative GPA in all applicable courses taken at Washington University
- Earn at least a 2.0 cumulative GPA in engineering courses

## Minors

Please refer to the sections below for information about the minors in **aerospace engineering** (p. 1018), **energy engineering** (p. 1018), **environmental engineering science** (p. 1019), **materials science & engineering** (p. 1019), **nanoscale science & engineering** (p. 1020), **robotics** (p. 1020), **mechatronics** (p. 1021), and **mechanical engineering** (p. 1021).

## The Minor in Aerospace Engineering

Whether students are intent on a career in aviation, or simply enthusiastic about space and flight, a minor in aerospace engineering can satisfy their scientific curiosity, prepare them for a job, or uncover opportunities for technical contributions. The minor in aerospace engineering is available to all undergraduates but is most attractive to those pursuing a degree in mechanical engineering. The minor in aerospace engineering requires a minimum of 15 units of courses selected from the list below; it is possible to earn the minor without increasing the number of units (120) required for the BSME.

Aerospace engineering deals with the analysis, design and performance of flight vehicles such as transport and military aircraft, helicopters, missiles and launch vehicles, and spacecraft. Students learn about aerospace engineering by taking courses in aerodynamics, aircraft flight dynamics

and control, aerospace propulsion, aerospace structures and aerospace vehicle design. Students also may have the opportunity to gain experience in aerospace engineering design through collaborative programs with local companies such as Boeing. Aerospace engineers from industry teach courses as adjunct instructors at Washington University, and many Washington University regular faculty members have extensive aerospace industry experience.

**Units required: 15**

**Required courses:**

| Code        | Title                            | Units |
|-------------|----------------------------------|-------|
| MEMS 4301   | Modeling, Simulation and Control | 3     |
| or ESE 441  | Control Systems                  |       |
| MEMS 5700   | Aerodynamics                     | 3     |
| Total Units |                                  | 6     |

**Core courses: (3-6 units)**

| Code      | Title                | Units |
|-----------|----------------------|-------|
| MEMS 5701 | Aerospace Propulsion | 3     |
| MEMS 5704 | Aircraft Structures  | 3     |

**Electives: (3-6 units)**

Any course from the aerospace MS concentration list (<https://mems.wustl.edu/graduate/programs/Pages/MS-In-Aerospace-Engineering.aspx>) (found on the MS in Aerospace Engineering webpage) can be used as an aerospace minor elective.

To find out more about this minor, contact the department chair or the adviser for the minor in aerospace engineering or visit the minor webpage (<http://mems.wustl.edu/undergraduate/programs/Pages/minors.aspx#aerospace>).

## The Minor in Energy Engineering

This minor will provide students with course work that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor covers classes in several fields of science and engineering, encompassing the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science. A minor in energy engineering requires the completion of 18 units. It is open to undergraduate students pursuing an engineering major, students from the sciences (biology, chemistry, physics) in Arts & Sciences, and students pursuing the environmental studies major. The detailed requirements for the minor can be found on the minor in energy engineering (p. 1002) section of this *Bulletin*. Questions regarding the minor should be directed to a member of the committee for the energy engineering minor: Professor Pratim Biswas (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>) (EECE), Professor Hiro Mukai (<https://engineering.wustl.edu/Profiles/Pages/Hiro-Mukai.aspx>)

(ESE) or Professor David Peters (<https://engineering.wustl.edu/Profiles/Pages/David-Peters.aspx>) (MEMS).

## The Minor in Environmental Engineering Science

The minor in environmental engineering science may be earned by students receiving any of the Bachelor of Science degrees offered by the School of Engineering & Applied Science or the Environmental Studies degree or the Earth and Planetary Sciences degree offered by the College of Arts & Sciences. The 21-22 unit program prepares a graduate to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. The detailed requirements for the minor can be found on the minor in environmental engineering science (p. 1002) section of this *Bulletin*. Questions regarding the minor should be directed to a member of the committee for the environmental engineering minor: Professor Pratim Biswas (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>) (EECE) or Professor Jay Turner (<https://engineering.wustl.edu/Profiles/Pages/Jay-Turner.aspx>) (EECE).

## The Minor in Materials Science & Engineering

Materials science and engineering (MSE) is an interdisciplinary field that applies the fundamental knowledge of the physical sciences to create engineering innovations. In general, "engineering" implies actively designing a system for a given application; MSE enables the design of systems from the atoms up. MSE focuses on the interrelationship between a materials structure, from the subatomic- to the macro-scale, and the properties or behaviors that the material exhibits. Materials synthesis and processing techniques enable engineers to control and change the material structure in order to obtain the desired properties. Understanding the structure-properties-processing relationship requires a fundamental understanding of the underlying chemistry and physics, and is key to obtaining materials with the desired performance for engineering applications in a wide variety of fields, from computing to medicine to energy.

The minor in MSE builds upon the fundamental insights into material structure and properties gained through required introductory courses in chemistry and materials science. Students then select at least two courses from specialization "pick lists" to gain depth in a particular application area. A free elective provides the opportunity to gain additional depth in the fundamentals or exposure to another application area.

Students will be approved for the minor after discussing appropriate course selection with the adviser for the minor. Some courses have prerequisites.

### Requirements for the minor in MSE:

Units required: 17

| Courses                                    | Units     |
|--|-----------|
| 3 required courses                         | 8         |
| 2 courses from specialization "pick lists" | 6         |
| 1 free elective                            | 3         |
| <b>Total</b>                               | <b>17</b> |

### Required courses:<sup>1</sup>

| Code                     | Title                          | Units    |
|--------------------------|--------------------------------|----------|
| Chem 111A                | General Chemistry I            | 3        |
| Chem 151                 | General Chemistry Laboratory I | 2        |
| MEMS 3610<br>or EECE 305 | Materials Science              | 3        |
| <b>Total Units</b>       |                                | <b>8</b> |

<sup>1</sup>Students majoring in geology, geophysics, geochemistry, or environmental earth science may substitute EPSc 352 Earth Materials, for the required combination of Chem 111A and Chem 151. In this case, EPSc 352 may not be used to fulfill the specialization pick list or free elective requirements.

### Specialization "pick lists":

Students should select at least 2 courses from any one of the following categories.

#### Structural Materials:

| Code                   | Title   | Units |
|------------------------|---|-------|
| MEMS 3601              | Materials Engineering   | 3     |
| MEMS 5506              | Experimental Methods in Solid Mechanics                         | 3     |
| MEMS 5507              | Fatigue and Fracture Analysis                                   | 3     |
| MEMS 5560/<br>BME 4904 | Interfaces and Attachments in Natural and Engineered Structures | 3     |
| MEMS 5601              | Mechanical Behavior of Materials                                | 3     |
| MEMS 5602              | Non-metallics   | 3     |
| MEMS 5605              | Mechanical Behavior of Composites                               | 3     |

#### Electronic/Optical Materials:

| Code      | Title   | Units |
|-----------|---|-------|
| Chem 542  | Special Topics in Inorganic Chemistry (The Chemistry of Energy Storage) | 3     |
| Chem 543  | Physical Properties of Quantum Nanostructures                           | 3     |
| ESE 336   | Principles of Electronic Devices  | 3     |
| ESE 531   | Nano and Micro Photonics  | 3     |
| ESE 536   | Introduction to Quantum Optics  | 3     |
| MEMS 463  | Nanotechnology Concepts and Applications                                | 3     |
| MEMS 5609 | Electronic Materials Processing   | 3     |

|                                     |   |   |
|-------------------------------------|---|---|
| MEMS 5611/<br>CSE 506M/<br>EECE 595 | Principles and Methods of Micro and Nanofabrication | 3 |
| Physics 472                         | Solid State Physics                                 | 3 |

*Biomaterials/Soft Materials:*

| Code                   | Title   | Units |
|------------------------|---|-------|
| BME 461                | Protein Structure and Dynamics                                  | 3     |
| BME 523                | Biomaterials Science  | 3     |
| EECE 596               | Computational Chemistry of Molecular and Nanoscale Systems      | 3     |
| MEMS 5560/<br>BME 4904 | Interfaces and Attachments in Natural and Engineered Structures | 3     |
| MEMS 5606              | Soft Nanomaterials  | 3     |
| MEMS 5607              | Introduction to Polymer Blends and Composites                   | 3     |
| MEMS 5608              | Introduction to Polymer Science and Engineering                 | 3     |

*Materials for Energy and Environmental Technologies:*

| Code     | Title   | Units |
|----------|---|-------|
| Chem 542 | Special Topics in Inorganic Chemistry (The Chemistry of Energy Storage) | 3     |
| EECE 504 | Aerosol Science and Technology  | 3     |
| EECE 505 | Aquatic Chemistry   | 3     |
| EECE 571 | Industrial and Environmental Catalysis                                  | 3     |

*Natural Materials:*

| Code     | Title                                  | Units |
|----------|--|-------|
| EPSc 336 | Minerals and Rocks in the Environment  | 3     |
| EPSc 352 | Earth Materials                        | 5     |
| EECE 571 | Industrial and Environmental Catalysis | 3     |

**Free electives:**

To complete the minor, students may select one additional course from the categories above, or from the list of courses below.

| Code      | Title                                     | Units |
|-----------|---|-------|
| Chem 465  | Solid-State and Materials Chemistry       | 3     |
| EECE 418  | Principles of Surface and Colloid Science | 3     |
| EECE 420  | Properties of Materials                   | 3     |
| MEMS 4101 | Manufacturing Processes                   | 3     |
| MEMS 5102 | Materials Selection in Design             | 3     |
| MEMS 5603 | Materials Characterization Techniques I   | 3     |
| MEMS 5604 | Materials Characterization Techniques II  | 3     |

|             |  |   |
|-------------|--|---|
| MEMS 5610   | Quantitative Materials Science and Engineering | 3 |
| MEMS 5612   | Atomistic Modeling of Materials                | 3 |
| MEMS 5801   | Micro-Electro-Mechanical Systems I             | 3 |
| Physics 217 | Introduction to Quantum Physics                | 3 |
| Physics 318 | Introduction to Quantum Physics II             | 3 |
| Physics 537 | Kinetics of Materials                          | 3 |

For more information contact the adviser for the minor in materials science and engineering: Prof. Katharine Flores (MEMS), floresk@wustl.edu.

## The Minor in Nanoscale Science & Engineering

Nanotechnology deals with materials, structures or devices, one of whose dimensions are in the 1 to 100 nm length scale. These entities have properties (physical, chemical or biological) that are very different from their bulk counterparts and can be tuned to obtain novel and desired functionalities. The goal of this minor is to enhance the background, knowledge and skills in the topical area of nanotechnology. The minor covers classes in several fields of science and engineering, encompassing all the departments in the School of Engineering & Applied Science and several in the School of Arts & Sciences. It is open to any undergraduate student pursuing an Engineering or Arts & Sciences (chemistry, physics, biology, environmental studies) major. The departments of Mechanical Engineering & Materials Science; Energy, Environmental & Chemical Engineering; and Electrical & Systems Engineering sponsor the minor.

For more information and requirements, contact a member of the Committee to Oversee the Nanoscale Science Minor: Rohan Mishra (<https://mems.wustl.edu/faculty/Pages/default.aspx?bio=106>) (MEMS, Coordinator), Pratim Biswas (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>) (EECE), Jung-Tsung Shen (<https://ese.wustl.edu/faculty/Pages/default.aspx?bio=79>) (ESE), or visit the minor in nanoscale science (p. 1002) section of this *Bulletin*.

## The Minor in Robotics

Robotic systems have wide applications in modern technology and manufacturing. Robots can vary in complexity and use, from microrobots for surgical procedures to moderate-size robots common in manufacturing and undersea exploration to macrorobots used for disposal of nuclear wastes and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in design and use of robots.

**Units required:** 18

**Prerequisites:**

| Code           | Title                  | Units |
|----------------|------------------------|-------|
| Math 217       | Differential Equations | 3     |
| Physics 117A   | General Physics I      | 4     |
| or Physics 197 | Physics I              |       |
| Physics 118A   | General Physics II     | 4     |
| or Physics 198 | Physics II             |       |
| CSE 131        | Computer Science I     | 3     |

**Required courses:**

| Code         | Title                          | Units |
|--------------|--------------------------------|-------|
| MEMS 255     | Engineering Mechanics II       | 3     |
| ESE 351      | Signals and Systems            | 3     |
| or MEMS 4310 | Dynamics and Vibrations        |       |
| ESE 446      | Robotics: Dynamics and Control | 3     |
| ESE 447      | Robotics Laboratory            | 3     |
| Total Units  |                                | 12    |

Plus two courses chosen with the approval of the director of the program for a minor in robotics. Suggested courses are:

| Code         | Title   | Units |
|--------------|---|-------|
| CSE 417T     | Introduction to Machine Learning                  | 3     |
| CSE 452A     | Computer Graphics                                 | 3     |
| CSE 546T     | Computational Geometry                            | 3     |
| ESE 407      | Analysis and Simulation of Discrete Event Systems | 3     |
| ESE 435      | Electrical Energy Laboratory                      | 3     |
| ESE 441      | Control Systems                                   | 3     |
| or MEMS 4301 | Modeling, Simulation and Control                  |       |
| MEMS 3110    | Machine Elements                                  | 3     |

To find out more about this minor, contact the director (Heinz Schaettler (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx>)) of the program.

## The Minor in Mechatronics (ESE)

(Program Director: Heinz Schaettler)

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical

parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

**Four required courses:**

| Code        | Title  | Units |
|-------------|--|-------|
| MEMS 255    | Engineering Mechanics II (Dynamics)                          | 3     |
| MEMS 411    | Mechanical Engineering Design Project (Mechatronics project) | 3     |
| ESE 444     | Sensors and Actuators  | 3     |
| ESE 446     | Robotics: Dynamics and Control                               | 3     |
| Total Units |  | 12    |

**Two electives from the following:**

| Code       | Title                                      | Units |
|------------|--|-------|
| MEMS 4301  | Modeling, Simulation and Control           | 3     |
| or ESE 441 | Control Systems                            |       |
| MEMS 4310  | Dynamics and Vibrations                    | 3     |
| MEMS 5101  | Analysis and Design of Fluid-Power Systems | 3     |
| ESE 337    | Electronic Devices and Circuits            | 3     |
| ESE 482    | Digital Signal Processing                  | 3     |
| CSE 467S   | Embedded Computing Systems                 | 3     |

**Prerequisite:**

Basic programming course: CSE 131 Computer Science I

Visit the ESE website (<http://ese.wustl.edu>) for more information.

## The Minor in Mechanical Engineering

The minor in mechanical engineering complements studies in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study. Completion of the minor demonstrates that the student has pursued a structured program approved by the faculty of the Department of Mechanical Engineering & Materials Science.

Students pursuing the minor in mechanical engineering must complete a total of 18 units of course work as described below. Courses selected for the minor program may count toward

program requirements of the student's major. The subjects selected for a minor in mechanical engineering are expected to constitute a coherent program within the field of mechanical engineering. Courses taken under the pass/fail grading option cannot be used for a minor program.

**Required courses:**

| Code           | Title                     | Units |
|----------------|---------------------------|-------|
| MEMS 253       | Engineering Mechanics I   | 3     |
| or BME 240     | Biomechanics              |       |
| MEMS 255       | Engineering Mechanics II  | 3     |
| or Physics 411 | Mechanics                 |       |
| MEMS 350       | Engineering Mechanics III | 3     |
| Total Units    |                           | 9     |

**Three electives from the following:**

| Code        | Title                         | Units |
|-------------|-------------------------------|-------|
| MEMS 301    | Thermodynamics                | 3     |
| or EECE 203 | Thermodynamics I in EECE      |       |
| or BME 320B | Bioengineering Thermodynamics |       |
| MEMS 3110   | Machine Elements              | 3     |
| MEMS 3410   | Fluid Mechanics               | 3     |
| MEMS 3610   | Materials Science             | 3     |
| MEMS 4310   | Dynamics and Vibrations       | 3     |

To find out more about this minor, contact the department chair or the adviser for the minor in mechanical engineering or visit the minor webpage (<http://mems.wustl.edu/undergraduate/programs/Pages/minors.aspx#mechanical>).

## Courses

Visit online course listings to view semester offerings for E37 MEMS (<https://courses.wustl.edu/CourseInfo.aspx?sch=E&dept=E37&crslvl=1:5>).

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### E37 MEMS 1001 Machine Shop Practicum

Operation of basic machine tools including: lathe, drill press, grinder and mill. Machine tool use and safety are covered. Student shop privilege requires completion of this practicum. Credit 1 unit. EN: TU

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### E37 MEMS 1003 Mechanical Engineering Design and Build

The course provides an introduction to design and fabrication. Students formulate designs, build prototypes and compete in engineering exploration-based creative design projects. Emphasis is placed on producing working hardware and prototypes in response to design needs. Specialized learning modules focus on the knowledge required to complete projects, such as introductory topics in shop skills, machine elements, electronics, design, visualization and communication. Enrollment limited to engineering freshmen. Credit 1 unit.

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### E37 MEMS 101 Introduction to Mechanical Engineering and Mechanical Design

Mechanical engineers face new challenges in the areas of energy, materials and systems. This course introduces students to these areas through team-based, hands-on projects that emphasize engineering design, analysis and measurement skills. The course is strongly recommended for mechanical engineering majors. Students from other disciplines are welcome and encouraged to enroll. Credit 2 units. EN: TU

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### E37 MEMS 103 Computer-Aided Design — AutoCAD

AutoCAD is the most used two-dimensional drawing software for architectural and engineering production drawings. Introduction to AutoCAD, title blocks, drawing setup, absolute and relative coordinates, drawing entities, layouts, drafting geometry, dimensioning, plotting drawings to scale, sectional and other special views, isometric pictorial views. Class work involves typical drawings from industry. Credit 1 unit. EN: TU

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### E37 MEMS 202 Computer-Aided Design

An introduction to computer-aided engineering design in the context of mechanical and structural engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching skills, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of structures, devices and machines. Topics include: detailing design for production, fasteners, dimensioning, tolerancing, creation of part and assembly drawings, computer-aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces, assembly modeling, assembly constraints, and interference checking. Credit 3 units. EN: TU

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### E37 MEMS 203 Advanced CAD

Computer-aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces, creation of detail drawings, dimensioning and tolerancing; assembly modeling, assembly constraints, interference checking; motion constraints, force and acceleration analysis, thermal analysis; part optimization for weight, strength and thermal characteristics using Solidworks software. Prerequisite: MEMS 202 or equivalent. Credit 3 units. EN: TU

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### E37 MEMS 205 Mechanics and Materials Science Laboratory

Laboratory experiments and exercises focusing on mechanical properties of engineering materials; metallography; heat treatment; beam deflection; stress and strain measurement; properties and structure of engineering materials; calibration and use of instrumentation; acquisition, processing and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisite: MEMS 253. Corequisite: MEMS 3610. Credit 2 units. EN: TU

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### E37 MEMS 253 Engineering Mechanics I

Principles of statics, solid mechanics, force systems and equilibrium. Equivalent systems of forces and distributed forces.

Applications to trusses, frames, machines, beams and cables. Mechanics of deformable solids and indeterminate problems. Stress, strain, deflection, yield and fracture in beams, columns and torsion members. Prerequisite: Physics 197 or 117A. Corequisite: Math 217. Credit 3 units. EN: TU

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### E37 MEMS 255 Engineering Mechanics II

Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor. Computer problems form a significant part of the class. Corequisite: Math 217. Credit 3 units. EN: TU

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### E37 MEMS 301 Thermodynamics

This course of classical thermodynamics is oriented toward mechanical engineering applications. It includes properties and states of a substance, processes, cycles, work, heat and energy. Steady-state and transient analyses utilize the First and Second Laws of Thermodynamics for closed systems and control volumes, as well as the concept of exergy. Prerequisites: Chem 111A, Math 132, Physics 197 or 117A. Credit 3 units. EN: TU

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### E37 MEMS 305 Fluid Mechanics and Heat Transfer Laboratory

Laboratory experiments and exercises focusing on fluid properties, flow phenomena, thermal science and heat transfer phenomena; calibration and use of instrumentation; acquisition, processing and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisite: MEMS 3410. Corequisite: MEMS 3420. Credit 2 units. EN: TU

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### E37 MEMS 3110 Machine Elements

Overview of the steps in the engineering design process and an introduction to several classes of machine elements such as bearings, gears, belts, brakes and springs. Underlying analytical models of the machine elements are presented along with guidelines about designing and choosing such elements for practical applications. A case study of the steps of the design process as well as the rationale for choosing particular machine elements is discussed. Corequisites: MEMS 253 and MEMS 3610. Credit 3 units. EN: TU

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### E37 MEMS 3410 Fluid Mechanics

Fundamental concepts of fluids as continua. Topics include: viscosity, flow fields, velocity, vorticity, streamlines, fluid statics, hydrostatic forces, manometers, conservation of mass and momentum, incompressible inviscid flow, dimensional analysis and similitude, flow in pipes and ducts, flow measurement, boundary-layer concepts, flow in open channels. Corequisite: MEMS 255. Prerequisites: Math 233 and Math 217. Credit 3 units. EN: TU

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### E37 MEMS 3420 Heat Transfer

Introductory treatment of the principles of heat transfer by conduction, convection or radiation; analysis of steady and

unsteady conduction with numerical solution methods; analytical and semi-empirical methods of forced and natural convection; boiling and condensation heat transfer; and radiation heat transfer. Prerequisites: MEMS 3410 and 301, ESE 318 and ESE 319.

Credit 3 units. EN: TU

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### E37 MEMS 350 Engineering Mechanics III

A continuation of MEMS 253 containing selected topics in the mechanics of deformable solids, presented at an intermediate level between introductory strength of materials and advanced continuum mechanics. Lectures discuss elastic and elastoplastic response, failure criteria, composites, beams and structural stability, as well as an introduction of the tensorial formulation of stress and strain and the governing equations of 3-D linear elasticity. Mathematical methods from calculus, linear algebra and linear differential equations are used. Computer problems form a significant part of the class. MEMS 255 not required. Prerequisite: MEMS 253. Corequisite: ESE 318. Credit 3 units. EN: TU

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### E37 MEMS 3601 Materials Engineering

The application of fundamental materials science principles in engineering disciplines. Topics include: design of new materials having unique property combinations, selection of materials for use in specific service environment, prediction of materials performance under service conditions, development of processes to produce materials with improved properties, structural and functional use of metals, polymers, ceramics and composites. Credit 3 units. EN: TU

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### E37 MEMS 3610 Materials Science

Introduction to properties, chemistry and physics of engineering materials; conduction, semiconductors, crystalline structures, imperfections, phase diagrams, kinetics, mechanical properties, ceramics, polymers, corrosion, magnetic materials, and thin films; relationship of atomic and molecular structure to physical and chemical properties; selection of materials for engineering applications; relationships between physical properties, chemical properties and performance of engineering materials. Prerequisites: Chem 111A and 151. Credit 3 units. EN: TU

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### E37 MEMS 400 Independent Study

Independent investigation on topic of special interest. Prerequisites: junior or senior standing and permission of department chair. Students must complete the Independent Study Approval form available in the department office. Credit variable, maximum 6 units.

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### E37 MEMS 4001 Fundamentals of Engineering Review

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include: engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included. Credit 1 unit.

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**E37 MEMS 405 Vibrations and Machine Elements Laboratory**

Laboratory experiments and exercises focusing on vibration of mechanical systems; kinematic response, dynamic response and design of mechanisms and machine components; displacements, velocities and accelerations in mechanical systems and components; response to static and dynamic forces; transient and steady state response; design of mechanical components for power transmission; calibration and use of instrumentation; acquisition, processing and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports and presentation of data. Prerequisite: MEMS 3110. Corequisite: MEMS 4310.

Credit 2 units. EN: TU

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**E37 MEMS 4101 Manufacturing Processes**

Manufacturing processes and machinery are explained and described. Topics include: analytical tools of machine science, heat transfer, vibrations and control theory are applied to the solution of manufacturing problems, analytical development and application of engineering theory to manufacturing problems, machine tools and automated production equipment.

Credit 3 units. EN: TU

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**E37 MEMS 411 Mechanical Engineering Design Project**

Simulating an integrated product team (IPT) experience, student teams will complete a conceptual design study, select a design project, procure parts, build a prototype, track cost and schedule, and manage project risk. Projects will have multiple design constraints including cost, codes, standards, environmental, ethical, and societal constraints. SolidWorks CAD and SolidWorks simulation-based engineering analysis will support design and prototype activities. Student teams will publish a project report through WUSTL library's open scholarship repository. Lectures have an active learning format of outside reading assignments, guest speakers, group discussion, and design reviews. Prerequisite: MEMS 3110.

Credit 3 units. EN: TU

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**E37 MEMS 412 Design of Thermal Systems**

Analysis and design of advanced thermo-fluid systems. Student teams participate in the design process which could involve research, design synthesis, codes, standards, engineering economics, a design project report, and formal presentations. Topics include thermo-fluid systems and components such as: power, heating and refrigeration systems; pumps, fans, compressors, combustors, turbines, nozzles, coils, heat exchangers and piping. Prerequisite: MEMS 301 Thermodynamics.

Credit 3 units. EN: TU

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**E37 MEMS 424 Introduction to Finite Element Methods in Structural Analysis**

Application of finite element methods to beams, frames, trusses and other structural components. Modeling techniques for different types of structural engineering problems. Topics in stress analysis, applied loads, boundary conditions, deflections and internal loads, matrix methods, energy concepts, structural mechanics and the development of finite element modeling methods. Prerequisites: MEMS 253, MEMS 350 and ESE 318.

Credit 3 units. EN: TU

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**E37 MEMS 4301 Modeling, Simulation and Control**

Introduction to simulation and control concepts. Topics include: block diagram representation of single- and multiloop systems; control system components; transient and steady-state performance; stability analysis; Nyquist, Bode and root locus diagrams; compensation using lead, lag and lead-lag networks; design synthesis by Bode plots and root-locus diagrams; state-variable techniques; state-transition matrix; state-variable feedback. Prerequisites: MEMS 255, ESE 318 and ESE 319.

Credit 3 units. EN: TU

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**E37 MEMS 4310 Dynamics and Vibrations**

Introduction to the analysis of vibrations in single- and multidegree of freedom systems; free and forced vibration of multidegree of freedom and distributed parameter mechanical systems and structures; methods of Laplace transform; complex harmonic balance; matrix formulation; Fourier series; and transient response of continuous systems by partial differential equations. Prerequisites: MEMS 255, ESE 318 and ESE 319.

Credit 3 units. EN: TU

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**E37 MEMS 4401 Combustion and Environment**

Introduction to combustion and its application in devices. Topics include: chemical thermodynamics and kinetics; ignition and explosion; deflagration and detonation waves; transport phenomena and the governing equations for heat and mass transfer in chemically reacting flows; laminar and turbulent flame propagation; non-premixed flames; the emission of combustion-generated pollutants and subsequent interaction with the environment; toxic-waste incineration; and practical combustion devices. Prerequisites: MEMS 301, MEMS 342 or equivalent.

Credit 3 units. EN: TU

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**E37 MEMS 463 Nanotechnology Concepts and Applications**

The aim of this course is to introduce to students the general meaning, terminology and ideas behind nanotechnology and its potential application in various industries. The topics covered include nanoparticles — properties, synthesis and applications, carbon nanotubes — properties, synthesis and applications, ordered and disordered nanostructured materials and their applications, quantum wells, wires and dots, catalysis and self-assembly, polymers and biological materials, nanoelectronics and nanophotonics, nanomanufacturing and functional nanodevices, health effects and nanotoxicity, etc. Prerequisite: none. Students with a background in general physics, chemistry and biology should be able to comprehend the material.

Credit 3 units.

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**E37 MEMS 500 Independent Study**

Independent investigation on topic of special interest. Prerequisites: graduate standing and permission of the department chair. Students must complete the Independent Study Approval Form available in the department office.

Credit variable, maximum 6 units.

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**E37 MEMS 5001 Optimization Methods in Engineering**

Analytical methods in design. Topics include: mathematical methods; linear and nonlinear programming; optimality criteria; fully stressed techniques for the design of structures and machine components; topological optimization; search techniques; and genetic algorithms. Prerequisites: calculus and computer programming.

Credit 3 units. EN: TU

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### E37 MEMS 501 Graduate Seminar

This is a required pass/fail course for master's and doctoral degrees. A passing grade is required for each semester of full-time enrollment. A passing grade is received by attendance at the weekly seminars.

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### E37 MEMS 5101 Analysis and Design of Fluid-Power Systems

Design of hydraulic and pneumatic control and power systems using advanced concepts and analytical tools. Topics include: analysis of fluid flow through orifices and between parallel and inclined planes, theory of spool and flapper valves, feasibility, synthesis, analysis and applications of fluid systems, configuration of pumps, motors, fluid lines and valves, accumulators and storage devices, integration of components into systems, power systems, servo-systems, hydrostatic transmissions, performance diagrams using MATLAB and Simulink, design and analysis of fluid power systems.

Credit 3 units. EN: TU

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### E37 MEMS 5102 Materials Selection in Design

Analysis of the scientific bases of material behavior in the light of research contributions of the past 20 years. Development of a rational approach to the selection of materials to meet a wide range of design requirements for conventional and advanced applications. Although emphasis is placed on mechanical properties, acoustical, optical, thermal and other properties of interest in design are discussed.

Credit 3 units. EN: TU

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### E37 MEMS 5104 CAE-Driven Mechanical Design

An introduction to the use of computer-aided engineering (CAE) tools in the mechanical design process. Topics include: integrating engineering analysis throughout the process; multidisciplinary optimization; and computer-aided design directed toward new manufacturing processes. Students will work with commercial and research software systems to complete several projects. Students should have experience and familiarity with a CAD tool, optimization and the finite element method. Prerequisite: MEMS 202 Computer-Aided Design or equivalent.

Credit 3 units. EN: TU

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### E37 MEMS 5301 Nonlinear Vibrations

In this course, students are introduced to concepts in nonlinear dynamics and vibration and application of these concepts to nonlinear engineering problems. Specific topics include: modeling of lumped and continuous nonlinear systems (strings, beams and plates); vibrations of buckled structures; perturbation and other approximate analytical methods; the use and limitations of local linearization; properties of nonlinear behavior, such as dimension and Lyapunov exponents; stability of limit cycles; bifurcations; chaos and chaotic vibrations; experimental methods and data analysis for nonlinear systems. Concepts are reinforced with a number of examples from recently published research. Applications include aeroelastic flutter, impact dynamics, machine-tool vibrations, cardiac arrhythmias and control of chaotic behavior.

Credit 3 units. EN: TU

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### E37 MEMS 5302 Theory of Vibrations

Analytical methods in vibrations. Topics include: Duhamel's integral, Laplace and Fourier transforms and Fourier series with applications to transient response, forced response and vibration isolation; Lagrange's equations for linear systems, discrete systems, degrees of freedom, reducible coordinates, holonomic constraints and virtual work; matrix methods and state variable approach with applications to frequencies and modes, stability and dynamic response in terms of real and complex modal expansions, dynamic response of continuous systems by theory of partial differential equations, Rayleigh-Ritz and Galerkin energy methods, finite difference and finite element algorithms.

Credit 3 units. EN: TU

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### E37 MEMS 5401 General Thermodynamics

General foundations of thermodynamics valid for small and large systems, and for equilibrium and nonequilibrium states. Topics include: definitions of state, work, energy, entropy, temperature, heat interaction and energy interaction. Applications to simple systems; phase rule; perfect and semi-perfect gas; bulk-flow systems; combustion, energy and entropy balances; availability analysis for thermo-mechanical power generation; and innovative energy-conversion schemes. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. EN: TU

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### E37 MEMS 5402 Radiation Heat Transfer

Formulation of the governing equations of radiation heat transfer. Topics include: electromagnetic theory of radiation; properties of ideal and real surfaces; techniques for solutions of heat transfer between gray surfaces; radiation in absorbing, emitting and scattering media.

Credit 3 units. EN: TU

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### E37 MEMS 5403 Conduction and Convection Heat Transfer

This course examines heat conduction and convection through various fundamental problems that are constructed from the traditional conservation laws for mass, momentum and energy. Problems include the variable-area fin, the unsteady Dirichlet, Robbins and Rayleigh problems, multidimensional steady conduction, the Couette flow problem, duct convection and boundary layer convection. Though some numerics are discussed, emphasis is on mathematical technique and includes the extended power series method, similarity reduction, separation of variables, integral transforms, and approximate integral methods.

Credit 3 units. EN: TU

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### E37 MEMS 5404 Combustion Phenomena

Introduction to fundamental aspects of combustion phenomena including relevant thermochemistry, fluid mechanics, and transport processes. Emphasis is on elucidation of the physico-chemical processes, problem formulation, and analytical techniques. Topics covered include ignition, extinction, diffusion flames, particle combustion, deflagrations and detonations. Prerequisites: graduate standing or permission of instructor. (Prior to FL2015, this course was numbered: E33 5404.)

Same as E44 EECE 512

Credit 3 units. EN: TU

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**E37 MEMS 5410 Fluid Dynamics I**

Formulation of the basic concepts and equations governing a Newtonian, viscous, conducting, compressible fluid. Topics include: transport coefficients and the elements of kinetic theory of gases, vorticity, incompressible potential flow; singular solutions; flow over bodies and lifting surfaces; similarity method; viscous flow, boundary layer, low Reynolds number flows, laminar and turbulent flows.

Credit 3 units. EN: TU

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**E37 MEMS 5411 Fluid Dynamics II**

Governing equations and thermodynamics relations for compressible flow. Topics include: kinetic theory of gases; steady, one-dimensional flows with friction and heat transfer; shock waves; Rankine-Hugoniot relations; oblique shocks; reflections from walls and flow interfaces, expansion waves, Prandtl-Meyer flow, flow in nozzles, diffusers and inlets, two- and three dimensional flows; perturbation methods; similarity rules; compressible laminar and turbulent boundary layers; acoustic phenomena. Emphasis is relevant to air vehicles.

Credit 3 units. EN: TU

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**E37 MEMS 5412 Computational Fluid Dynamics**

Computational fluid dynamics relevant to engineering analysis and design. Topics include: fundamentals of finite-difference, finite-volume and finite-element methods; numerical algorithms for parabolic, elliptic and hyperbolic equations; convergence, stability and consistency of numerical algorithms; application of numerical algorithms to selected model equations relevant to fluid flow, grid-generation techniques and convergence acceleration schemes. Prerequisite: senior or graduate standing or permission of the instructor.

Credit 3 units. EN: TU

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**E37 MEMS 5413 Advanced Computational Fluid Dynamics**

Scope and impact of computational fluid dynamics. Governing equations of fluid mechanics and heat transfer. Three-dimensional grid-generation methods based on differential systems. Numerical methods for Euler and compressible Navier-Stokes equation. Numerical methods for incompressible Navier-Stokes equations. Computation of transonic inviscid and viscous flow past airfoils and wings. Analogy between the equations of computational fluid dynamics, computational electromagnetics, computational aeroacoustics and other equations of computational physics. Non-aerospace applications — bio-fluid mechanics, fluid mechanics of buildings, wind and water turbines, and other energy and environment applications. Prerequisite: MEMS 5412 or permission of the instructor.

Credit 3 units. EN: TU

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**E37 MEMS 5414 Aeroelasticity and Flow-Induced Vibrations**

This course deals with the interactions between aerodynamics, dynamics and structures in aerospace systems. Topics covered include unsteady aerodynamics, finite-state aerodynamic models, classical fixed-wing flutter, rotary-wing aeroelasticity and experimental methods in aeroelasticity. Emphasis is given to the prediction of flutter and limit cycles in aeroelastic systems.

Credit 3 units.

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**E37 MEMS 5416 Turbulence**

Hydrodynamic instabilities and the origin of turbulence. Mixing length and vorticity transport theories. Statistical theories of turbulence. Phenomenological considerations of turbulence

growth, amplification and damping, turbulent boundary layer behavior, and internal turbulent flow. Turbulent jets and wakes. Credit 3 units. EN: TU

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**E37 MEMS 5420 HVAC Analysis and Design I**

Fundamentals of heating, ventilating, and air conditioning — moist air properties, the psychrometric chart, classic moist air processes, design procedures for heating and cooling systems. Design of HVAC systems for indoor environmental comfort, health, and energy efficiency. Heat transfer processes in buildings. Development and application of techniques for analysis of heating and cooling loads in buildings, including the use of commercial software. Course special topics can include LEED rating and certification, cleanrooms, aviation, aerospace, and naval applications, ventilation loads, animal control facilities, building automation control, and on-site campus tours of state-of-the-art building energy and environmental systems.

Credit 3 units. EN: TU

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**E37 MEMS 5421 HVAC Analysis and Design II**

Fundamentals of heating, ventilating, and air conditioning — energy analysis and building simulation, design procedures for building water piping systems, centrifugal pump performance, design of building air duct systems, fan performance, optimum space air diffuser design for comfort, analysis of humidification and dehumidification systems, and advanced analysis of refrigeration systems. HVAC analytical techniques will include the use of commercial software. Course special topics can include LEED rating and certification, management for energy efficiency, energy auditing calculations, aviation, aerospace, and naval applications, ventilation loads, building automation control, and on-site campus tours of state-of-the-art building energy and environmental systems.

Credit 3 units. EN: TU

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**E37 MEMS 5422 Solar Energy Thermal Processes**

Extraterrestrial solar radiation, solar radiation on Earth's surface, and weather bureau data. Review of selected topics in heat transfer. Methods of solar energy collection and solar energy storage. Transient and long-term solar system performance. Prerequisite: MEMS 342 or equivalent.

Credit 3 units. EN: TU

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**E37 MEMS 5423 Sustainable Environmental Building Systems**

Sustainable design of building lighting and HVAC systems considering performance, life cycle cost and downstream environmental impact. Criteria, codes and standards for comfort, air quality, noise/vibration and illumination. Life cycle and other investment methods to integrate energy consumption/conservation, utility rates, initial cost, system/component longevity, maintenance cost and building productivity. Direct and secondary contributions to acid rain, global warming and ozone depletion.

Credit 3 units. EN: TU

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**E37 MEMS 5424 Thermo-Fluid Modeling of Renewable Energy Systems**

Overview of sustainable energy systems. Fundamentals of energy conversion. Renewable energy sources and energy conversion from wind, biomass, solar-thermal, geothermal and ocean/waves. Applications to energy storage, fuel cells, green air and ground transportation, energy-efficient buildings. Energy-

economics modeling, emissions modeling, global warming and climate change.

Credit 3 units. EN: TU

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### **E37 MEMS 5500 Elasticity**

Elastic constitutive relations for isotropic and anisotropic materials. Formulation of boundary-value problems. Application to torsion, flexure, plane stress, plane strain and generalized plane stress problems. Solution of three-dimensional problems in terms of displacement potentials and stress functions. Solution of two-dimensional problems using complex variables and conformal mapping techniques. Variational and minimum theorems.

Credit 3 units. EN: TU

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### **E37 MEMS 5501 Mechanics of Continua**

A broad survey of the general principles governing the mechanics of continuous media. Topics include: general vector and tensor analysis, rigid body motions, deformation, stress and strain rate, large deformation theory, conservation laws of physics, constitutive relations, principles of continuum mechanics and thermodynamics, two-dimensional continua. Prerequisites: ESE 501–502 or instructor's permission.

Credit 3 units. EN: TU

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### **E37 MEMS 5502 Plates and Shells**

Introduction to the linear theory of thin elastic plates and shells. The emphasis is on application and the development of physical intuition. The first part of the course focuses on the analysis of plates under various loading and support conditions. The remainder of the course deals mainly with axisymmetric deformation of shells of revolution. Asymptotic methods are used to solve the governing equations. Applications to pressure vessels, tanks and domes. Prerequisites: BME 240 or MEMS 253; ESE 318 and ESE 319 or equivalent.

Credit 3 units. EN: TU

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### **E37 MEMS 5504 Fracture Mechanics**

Classical fracture and fatigue analysis and their limitations. Topics include: Griffith-Irwin, linear-elastic fracture-mechanics analysis, historical aspects, formulation of stability criteria, subcritical crack growth, anisotropic and inhomogeneous effects, fracture-control analysis, with applications to fracture-safety analysis relating to nuclear reactors, aircraft, rotating machinery, elastic-plastic fracture-mechanics analysis and future prospects and applications. Prerequisites: graduate standing or permission of instructor.

Credit 3 units. EN: TU

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### **E37 MEMS 5506 Experimental Methods in Solid Mechanics**

Current experimental methods to measure mechanical properties of materials are covered. Lectures include theoretical principles, measurement considerations, data acquisition and analysis techniques. Lectures are complemented by laboratory sections using research equipment such as biaxial testing machines, pressure myographs, indentation devices for different scales, and viscometers.

Credit 3 units. EN: TU

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### **E37 MEMS 5507 Fatigue and Fracture Analysis**

The course objective is to demonstrate practical methods for computing fatigue life of metallic structural components. The course covers the three major phases of metal fatigue

progression: fatigue crack initiation, crack propagation and fracture. Topics include: stress vs. fatigue life analysis, cumulative fatigue damage, linear elastic fracture mechanics, stress intensity factors, damage tolerance analysis, fracture toughness, critical crack size computation and load history development. The course focus is on application of this technology to design against metal fatigue and to prevent structural failure.

Credit 3 units. EN: TU

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### **E37 MEMS 5510 Finite Element Analysis**

Theory and application of the finite element method. Topics include: basic concepts, generalized formulations, construction of finite element spaces, extensions, shape functions, parametric mappings, numerical integration, mass matrices, stiffness matrices and load vectors, boundary conditions, modeling techniques, computation of stresses, stress resultants and natural frequencies, and control of the errors of approximation. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. EN: TU

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### **E37 MEMS 5515 Numerical Simulation in Solid Mechanics I**

Solution of 2-D and 3-D elasticity problems using the finite element method. Topics include: linear elasticity; laminated material; stress concentration; stress intensity factor; solution verification; J integral; energy release rate; residual stress; multi-body contact; nonlinear elasticity; plasticity; and buckling. Prerequisite: graduate standing or permission of instructor.

Credit 3 units.

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### **E37 MEMS 5516 Numerical Simulation in Solid Mechanics II**

Solution of 2-D and 3-D elasticity problems using the finite element method. Topics include: laminates and composite materials; nonlinear elasticity; plasticity; incremental theory of plasticity; residual stress; geometric nonlinearity; membrane and bending load coupling; multi-body contact; stress intensity factor; interference fit; and buckling analysis. Prerequisite: graduate standing or permission of instructor.

Credit 3 units.

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### **E37 MEMS 5520 Advanced Analytical Mechanics**

Lagrange's equations and their applications to holonomic and nonholonomic systems. Topics include: reduction of degrees of freedom by first integrals, variational principles, Hamilton-Jacobi theory, general transformation theory of dynamics, applications such as theory of vibrations and stability of motion, and use of mathematical principles to resolve nonlinear problems. Prerequisite: senior or graduate standing or permission of instructor.

Credit 3 units. EN: TU

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### **E37 MEMS 5560 Interfaces and Attachments in Natural and Engineered Structures**

Attachment of dissimilar materials in engineering and surgical practice is a challenge. Bimaterial attachment sites are common locations for injury and mechanical failure. Nature presents several highly effective solutions to the challenge of bimaterial attachment that differ from those found in engineering practice. This course bridges the physiologic, surgical and engineering approaches to connecting dissimilar materials. Topics in this course are: natural bimaterial attachments; engineering principles underlying attachments; analysis of the biology of attachments in the body; mechanisms by

which robust attachments are formed; concepts of attaching dissimilar materials in surgical practice and engineering; and bioengineering approaches to more effectively combine dissimilar materials.

Credit 3 units. EN: TU

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#### **E37 MEMS 5561 Mechanics of Cell Motility**

A detailed review of biomechanical inputs that drive cell motility in diverse extracellular matrices (ECMs). This class discusses cytoskeletal machineries that generate and support forces, mechanical roles of cell-ECM adhesions, and regulation of ECM deformations. Also covered are key methods for cell level mechanical measurements, mathematical modeling of cell motility, and physiological and pathological implications of mechanics-driven cell motility in disease and development.

Credit 3 units.

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#### **E37 MEMS 5562 Cardiovascular Mechanics**

This course focuses on solid and fluid mechanics in the cardiac and cardiovascular system. Cardiac and cardiovascular physiology and anatomy. Solid mechanics of the heart, heart valves, arteries, veins and microcirculation. Flow through the heart chambers and blood vessels. Prerequisites: graduate standing or permission of instructor.

Credit 3 units. EN: TU

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#### **E37 MEMS 5564 Orthopaedic Biomechanics-Cartilage/Tendon**

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon and ligament). Topics include: mechanical properties of cartilage, tendon and ligament; applied viscoelasticity theory for cartilage, tendon and ligament; cartilage, tendon and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper-level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (463/563) Orthopaedic Biomechanics—Bones and Joints is *not* a prerequisite.

Credit 3 units. EN: TU

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#### **E37 MEMS 5565 Mechanobiology of Cells and Matrices**

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular, cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed. Prerequisite: graduate standing or permission of the instructor

Credit 3 units. EN: TU

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#### **E37 MEMS 5601 Mechanical Behavior of Materials**

A materials science-based study of mechanical behavior of materials with emphasis on mechanical behavior as affected by processes taking place at the microscopic and/or atomic level. The response of solids to external or internal forces as influenced by interatomic bonding, crystal/molecular structure, crystalline/noncrystalline defects and material microstructure

are studied. The similarities and differences in the response of different kinds of materials viz., metals and alloys, ceramics, polymers and composites are discussed. Topics covered include physical basis of elastic, visco elastic and plastic deformation of solids; strengthening of crystalline materials; visco elastic deformation of polymers as influenced by molecular structure and morphology of amorphous, crystalline and fibrous polymers; deformation and fracture of composite materials; mechanisms of creep, fracture and fatigue; high strain-rate deformation of crystalline materials; and deformation of noncrystalline materials.

Credit 3 units. EN: TU

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#### **E37 MEMS 5602 Non-metallics**

Structure, mechanical and physical properties of ceramics and cermets, with particular emphasis on the use of these materials for space, missile, rocket, high-speed aircraft, nuclear and solid-state applications.

Credit 3 units. EN: TU

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#### **E37 MEMS 5603 Materials Characterization Techniques I**

An introduction to the basic theory and instrumentation used in transmission electron, scanning electron and optical microscopy. Practical laboratory experience in equipment operations, experimental procedures and material characterization.

Credit 3 units. EN: TU

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#### **E37 MEMS 5604 Materials Characterization Techniques II**

Introduction to crystallography and elements of X-ray physics. Diffraction theory and application to materials science including following topics: reciprocal lattice concept, crystal-structure analysis, Laue methods, rotating crystal methods, powder method, and laboratory methods of crystal analysis.

Credit 3 units. EN: TU

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#### **E37 MEMS 5605 Mechanical Behavior of Composites**

Analysis and mechanics of composite materials. Topics include micromechanics, laminated plate theory, hydrothermal behavior, creep, strength, failure modes, fracture toughness, fatigue, structural response, mechanics of processing, nondestructive evaluation, and test methods. Prerequisite: graduate standing or permission of the instructor.

Credit 3 units. EN: TU

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#### **E37 MEMS 5606 Soft Nanomaterials**

Soft nanomaterials, which range from self-assembled monolayers (SAMs) to complex 3-D polymer structures, are gaining increased attention owing to their broad-range applications. The course introduces the fundamental aspects of nanotechnology pertained to soft matter. Various aspects related to the design, fabrication, characterization and application of soft nanomaterials are discussed. Topics covered include but are not limited to SAMs, polymer brushes, layer-by-layer assembly, responsive polymers structures (films, capsules), polymer nanocomposites, biomolecules as nanomaterials and soft lithography.

Credit 3 units. EN: TU

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#### **E37 MEMS 5607 Introduction to Polymer Blends and Composites**

The course covers topics in multicomponent polymer systems (polymer blends and polymer composites) such as: phase separation and miscibility of polymer blends, surfaces and

interfaces in composites, microstructure and mechanical behavior, rubber toughened plastics, thermoplastic elastomers, block copolymers, fiber reinforced and laminated composites, techniques of polymer processing with an emphasis on composites processing, melt processing methods such as injection molding and extrusion, solution processing of thin films, selection of suitable processing methods and materials selection criteria for specific applications. Advanced topics include: nanocomposites such as polymer/CNT composites, bioinspired nanocomposites, and current research challenges. Prerequisite: MEMS 3610 or equivalent or permission of instructor. Credit 3 units. EN: TU

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**E37 MEMS 5608 Introduction to Polymer Science and Engineering**

Topics covered in this course are: the concept of long-chain or macromolecules, polymer chain structure and configuration, microstructure and mechanical (rheological) behavior, polymer phase transitions (glass transition, melting, crystallization), physical chemistry of polymer solutions (Flory-Huggins theory, solubility parameter, thermodynamics of mixing and phase separation), polymer surfaces and interfaces, overview of polymer processing (extrusion, injection molding, film formation, fiber spinning) and modern applications of synthetic and biopolymers.

Credit 3 units. EN: TU

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**E37 MEMS 5609 Electronic Materials Processing**

This course covers "unit processes" for manufacturing semiconductor chips. Topics include: crystal growth and doping of wafers, oxidation and diffusion, ion implantation, deposition, etching, cleaning and lithography. Processes are described with key concepts derived from science and engineering and process integration is covered for devices such as transistors and light emitting diodes. Nanoprocessing concepts are highlighted in the end to provide students with practical and advanced knowledge of semiconductor manufacturing. Prerequisites: undergraduate engineering mathematics, materials science and basic electronics or instructor's permission.

Credit 3 units. EN: TU

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**E37 MEMS 5610 Quantitative Materials Science and Engineering**

Quantitative Materials Science and Engineering covers the mathematical foundation of primary concepts in materials science and engineering. Topics covered are: mathematical techniques in materials science and engineering; Fourier series; ordinary and partial differential equations; special functions; matrix algebra; and vector calculus. Each is followed by its application to concepts in: thermodynamics; kinetics and phase transformations; structure and properties of hard and soft matter; and characterization techniques. This course is intended especially for students pursuing graduate study in materials science.

Credit 3 units. EN: TU

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**E37 MEMS 5611 Principles and Methods of Micro and Nanofabrication**

A hands-on introduction to the fundamentals of micro- and nanofabrication processes with emphasis on cleanroom practices. The physical principles of oxidation, optical lithography, thin film deposition, etching and metrology methods will be discussed, demonstrated and practiced. Students will be

trained in cleanroom concepts and safety protocols. Sequential microfabrication processes involved in the manufacture of microelectronic and photonic devices will be shown. Training in imaging and characterization of micro- and nanostructures will be provided. Prerequisite: graduate or senior standing or permission of the instructor.

Credit 3 units. EN: TU

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**E37 MEMS 5612 Atomistic Modeling of Materials**

This course will provide a hands-on experience using atomic scale computational methods to model, understand and predict the properties of real materials. It will cover modeling using classical force-fields, quantum-mechanical electronic structure methods such as density functional theory, molecular dynamics simulations, and Monte Carlo methods. The basic background of these methods along with examples of their use for calculating properties of real materials will be covered in the lectures. Atomistic materials modeling codes will be used to calculate various material properties. Prerequisites: MEMS 3610 or equivalent or permission of instructor.

Credit 3 units. EN: TU

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**E37 MEMS 5700 Aerodynamics**

Fundamental concepts of aerodynamics, equations of compressible flows, irrotational flows and potential flow theory, singularity solutions, circulation and vorticity, Kutta-Joukowski theorem, thin airfoil theory, finite wing theory, slender body theory, subsonic compressible flow and Prandtl-Glauert rule, supersonic thin airfoil theory, introduction to performance, basic concepts of airfoil design. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. EN: TU

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**E37 MEMS 5701 Aerospace Propulsion**

Propeller, jet, ramjet and rocket propulsion. Topics include: fundamentals of propulsion systems, gas turbine engines, thermodynamics and compressible flow, one-dimensional gas dynamics, analysis of engine performance, air breathing propulsion system, the analysis and design of engine components, and the fundamentals of ramjet and rocket propulsion.

Credit 3 units. EN: TU

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**E37 MEMS 5703 Analysis of Rotary-Wing Systems**

This course introduces the basic physical principles that govern the dynamics and aerodynamics of helicopters, fans and wind turbines. Simplified equations are developed to illustrate these principles, and the student is introduced to the fundamental analysis tools required for their solution. Topics include: harmonic balance, Floquet theory and perturbation methods.

Credit 3 units. EN: TU

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**E37 MEMS 5704 Aircraft Structures**

Basic elements of the theory of elasticity; application to torsion of prismatic bars with open and closed thin-wall sections; the membrane analogy; the principle of virtual work applied to 2-D elasticity problems. Bending, shear and torsion of open and closed thin-wall section beams; principles of stressed skin construction, structural idealization for the stress analysis of wings, ribs and fuselage structures. Margin of safety of fastened connections and fittings. Stability of plates, thin-wall section columns and stiffened panels. Application of the finite element method for the analysis of fastened connections, structural

fittings and problems of local stability of aircraft structural components.

Credit 3 units.

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### **E37 MEMS 5705 Wind Energy Systems**

A comprehensive introduction to wind energy systems, a practical means of extracting green and sustainable energy. Topics include: a historical perspective of wind turbines; horizontal axis and vertical axis wind turbines; the basic parameters such as power rating and efficiency; the structural components ranging from blade and hub to nacelle and tower; wind turbine aerodynamics, aeroelasticity and control systems; blade fatigue; statistical wind modeling; unsteady airfoil aerodynamics and downstream wake; and environmental considerations such as noise and aesthetics. Prerequisite: senior or graduate standing in engineering or permission of the instructor.

Credit 3 units. EN: TU

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### **E37 MEMS 5801 Micro-Electro-Mechanical Systems I**

Introduction to MEMS: Microelectromechanical systems (MEMS) are ubiquitous in chemical, biomedical and industrial (e.g., automotive, aerospace, printing) applications. This course covers important topics in MEMS design, micro-/nanofabrication, and their implementation in real-world devices. The course includes discussion of fabrication and measurement technologies (e.g., physical/chemical deposition, lithography, wet/dry etching, and packaging), as well as application of MEMS theory to design/fabrication of devices in a cleanroom. Lectures cover specific processes and how those processes enable the structures needed for accelerometers, gyros, FR filters, digital mirrors, microfluidics, micro total-analysis systems, biomedical implants, etc. The laboratory component allows students to investigate those processes first-hand by fabricating simple MEMS devices.

Credit 3 units. EN: TU

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### **E37 MEMS 5804 Engineering Project Management**

Basic fundamentals and advanced concepts of engineering project management applicable to projects and programs, both large and small. Project management skills, techniques, systems, software and application of management science principles are covered and related to research, engineering, architectural and construction projects from initial evaluations through approval, design, procurement, construction and startup.

Credit 3 units. EN: TU

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### **E37 MEMS 5912 Biomechanics Journal Club**

This journal club is intended for graduate students and advanced undergraduates with an interest in biomechanics. We review landmark and recent publications in areas such as brain, cardiovascular and orthopedic biomechanics, discussing both experimental and modeling approaches. This course meets once weekly at a time to be arranged.

Credit 1 unit. EN: TU

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### **E37 MEMS 597 MEMS Research Rotation**

Independent research project that will be determined jointly by the doctoral student and the instructor. Assignments may include background reading, presentations, experiments, theoretical, and/or modeling work. The goal of the course is for the doctoral student to learn the background, principles and techniques associated with research topics of interest and to determine a mutual fit for the student's eventual doctoral thesis laboratory.

Credit 3 units.

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### **E37 MEMS 598 Energy Design Project**

Credit variable, maximum 6 units.

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### **E37 MEMS 599 Master's Research**

Credit variable, maximum 6 units.

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## **Process Control Systems**

### **A Jointly Sponsored Undergraduate Program**

Process Control Systems is a program intended to provide students with a broad background in chemical and systems engineering, with emphasis on the science and technology of process automation. Through a careful selection of courses in chemical engineering and systems engineering, a unified approach is developed to the analysis, design, operation and control of chemical and other manufacturing processes. Electives in systems engineering allow further in-depth specialization in applied mathematics, discrete-event systems, robotics, quality control, optimization and dynamical systems.

In addition to the traditional laboratory work in chemistry, physics and chemical engineering, a laboratory course in digital process control is offered based on computers and advanced commercial distributed-control equipment. Familiarity with computers and with process modeling, data acquisition and control software is an essential component of the training. In the senior year, students can elect to complete a major design project either in chemical processing systems (chemical engineering) or in technological or engineering systems (systems engineering).

Upon successful completion, a student receives both the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Systems Science & Engineering.

The Process Control Systems program satisfies an increasing demand by manufacturing and petrochemical companies for professionals trained in advanced automation to improve product quality, to reduce costs, to improve capital productivity, and to improve safety and environmental quality. This interdisciplinary program provides the background necessary to combine traditional engineering skills with new systems engineering techniques and meet these challenges. The program is staffed by faculty members from both the Energy, Environmental & Chemical Engineering and the Electrical & Systems Engineering departments and is supervised by a coordinating committee. Students are assigned two advisers, one from each department, who are members of the committee.

Further information about the program can be obtained from the coordinating committee through either of the cooperating departments.

## The Process Control Systems Program

|   | Units     |           |
|---|-----------|-----------|
|   | Fall      | Spring    |
| First Year  |           |           |
| Calculus II, III (Math 132, 233)  | 3         | 3         |
| General Chemistry I, II (Chem 111A, 112A)   | 3         | 3         |
| General Chemistry Laboratory I, II (Chem 151, 152)  | 2         | 2         |
| Introduction to Energy, Environmental and Chemical Engineering (EECE 101)   | 3         | —         |
| General Physics I or Physics I (Physics 117A or Physics 197)  | 4         | —         |
| General Physics II or Physics II (Physics 118A or Physics 198)  | —         | 4         |
| Matrix Algebra (Math 309)   | —         | 3         |
| Humanities or social sciences elective  | —         | 3         |
|   | <b>15</b> | <b>18</b> |
| Second Year   |           |           |
| Organic Chemistry I with Lab (Chem 261)   | 4         | —         |
| Differential Equations (Math 217)   | 3         | —         |
| Engineering Analysis of Chemical Systems (EECE 201)   | 3         | —         |
| Thermodynamics I in EECE (EECE 203)   | 3         | —         |
| Computer Science I (CSE 131)  | 3         | —         |
| Humanities or social sciences elective  | 3         | —         |
| Introduction to Systems Science and Engineering or Introduction to Engineering Design (ESE 151 or ESE 205) (ESE 205 is 3 units) | —         | 2         |
| Engineering Mathematics A (ESE 318)   | —         | 3         |
| Engineering Mathematics B (ESE 319)   | —         | 3         |
| Probability and Statistics for Engineering (ESE 326)  | —         | 3         |
| Principles of Biology I (Biol 2960)   | —         | 4         |
| Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)   | —         | 3         |
|   | <b>19</b> | <b>18</b> |
| Third Year  |           |           |
| Signals and Systems (ESE 351)   | 3         | —         |
| Operations Research (ESE 403)   | 3         | —         |
| Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)  | 3         | —         |
| Materials Science (EECE 305)  | 3         | —         |
| Systems science and engineering elective  | 3         | 3         |
| Engineering Ethics and Sustainability (Engr 4501)   | 1         | —         |
| Engineering Leadership and Team Building (Engr 4502)  | 1         | —         |

|   |           |           |
|---|-----------|-----------|
| Conflict Management and Negotiation (Engr 4503)   | 1         | —         |
| Thermodynamics II in EECE (EECE 204)  | —         | 3         |
| Transport Phenomena II: Mass Transfer (EECE 302)  | —         | 3         |
| Mass Transfer Operations (EECE 304)   | —         | 3         |
| Humanities or social sciences elective  | —         | 3         |
| Technical Writing (Engr 310)  | —         | 3         |
|   | <b>18</b> | <b>18</b> |
| Fourth Year   |           |           |
| Chemical Reaction Engineering (EECE 403)  | 3         | —         |
| Unit Operations Laboratory (EECE 405)   | 4         | —         |
| Computer science elective for SSE (CSE 132 or CSE 247)  | 3         | —         |
| Systems science and engineering elective  | 3         | 3         |
| Humanities or social sciences elective  | 3         | 3         |
| Control Systems or Chemical Process Dynamics and Control (ESE 441 or EECE 401)                | 3         | —         |
| Transport Phenomena III: Energy Transfer Processes (EECE 303)                                 | —         | 3         |
| Digital Process Control Laboratory (ESE 449 or EECE 424)                                      | —         | 3         |
| Systems Science and Engineering Capstone Design Project or ChE Capstone (ESE 499 or EECE 402) | —         | 3         |
| Chemical Engineering elective   | —         | 3         |
|   | <b>19</b> | <b>18</b> |

## Faculty

### Coordinating Committee

**Pratim Biswas** (<https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx>)

Lucy and Stanley Lopata Professor  
PhD, California Institute of Technology  
(Energy, Environmental & Chemical Engineering)

**Hiroaki Mukai** (<https://engineering.wustl.edu/Profiles/Pages/Hiro-Mukai.aspx>)

PhD, University of California, Berkeley  
(Electrical & Systems Engineering)

**Heinz Schaettler** (<https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx>)

PhD, Rutgers University  
(Electrical & Systems Engineering)

**Jay R. Turner** (<https://engineering.wustl.edu/Profiles/Pages/Jay-Turner.aspx>)

DSc, Washington University  
(Chemical Engineering)

## Majors

To satisfy the core requirements of the School of Engineering & Applied Science, the following courses are required:

| Code                                 | Title   | Units |
|--------------------------------------|---|-------|
| Physics 197<br>& Physics 198         | Physics I<br>and Physics II   | 8     |
| Chem 111A<br>& Chem 112A             | General Chemistry I<br>and General Chemistry II                       | 6     |
| Chem 151<br>& Chem 152               | General Chemistry Laboratory I<br>and General Chemistry Laboratory II | 4     |
| Math 132<br>& Math 233<br>& Math 217 | Calculus II<br>and Calculus III<br>and Differential Equations         | 9     |
| Humanities/social sciences electives |   | 18    |
| Total Units                          |   | 45    |

To complete the core requirements of both chemical engineering and systems engineering, the following additional requirements apply:

| Code                 | Title  | Units |
|----------------------|--|-------|
| Chem 261             | Organic Chemistry I with Lab                               | 4     |
| EECE 305             | Materials Science  | 3     |
| ESE 326              | Probability and Statistics for<br>Engineering              | 3     |
| Engr 310             | Technical Writing  | 3     |
| ESE 318<br>& ESE 319 | Engineering Mathematics A<br>and Engineering Mathematics B | 6     |
| Biol 2960            | Principles of Biology I                                    | 4     |
| Total Units          |  | 23    |

The balance of the curriculum is carefully structured to satisfy the combined degree requirements and to meet the objectives of the program. Please refer to the accompanying Process Control Systems program chart (p. 1030) for details. The general degree requirements include the residency and other applicable requirements of the university and the School of Engineering & Applied Science.

The curriculum meets the requirements of both degrees and can be completed in four years. The total number of units required is 143. The semester course load exceeds the usual schoolwide average of 15 units per semester, so students must be highly motivated to accomplish this objective in eight semesters. The course load in individual semesters may be lightened by attending summer school or by adding an additional semester. A number of courses (e.g., Engr 310, Math 309, ESE 318, ESE 319, ESE 326, ESE 351; and humanities and social sciences courses) usually are offered in the summer as well.

## Minors

There is no minor in this area.

## Courses

There are no courses specific to this program.

## University of Missouri-St. Louis/ Washington University Joint Undergraduate Engineering Program

In 1993, Washington University and the University of Missouri-St. Louis held the first classes in the Joint Undergraduate Engineering Program. This partnership, the first of its kind in the United States, offers University of Missouri-St. Louis students the opportunity to benefit from the engineering program at Washington University and its century-long tradition of excellence. Effective in October 1999, the three bachelor's degrees (civil, electrical and mechanical engineering) offered in our joint program were accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>). Besides being the first undergraduate engineering degrees offered in a public/private partnership, they are also the first such degrees to receive ABET accreditation.

The courses are organized for both full-time students and part-time students with daytime commitments who need to attend classes in the evening. Students who enter the program take about half their course work — mathematics, physics, chemistry, humanities and social sciences — on the campus of the University of Missouri-St. Louis. The remaining half of the degree program, consisting of upper-level engineering courses and laboratories, is taken on the Washington University campus. Students may choose civil, electrical or mechanical engineering. Students receive their undergraduate engineering degrees from the University of Missouri.

For information about this program, please contact the University of Missouri-St. Louis Joint Undergraduate Engineering Program at 314-516-6800 or the Washington University School of Engineering & Applied Science at 314-935-6510.

**Website:** <https://engineering.wustl.edu/our-school/why-wash-u-engineering/partnerships/Pages/umsl-wash-u-joint-undergraduate-engineering-program.aspx>

## Faculty

### Faculty Members at University of Missouri-St. Louis

#### Dean

**Joseph A. O'Sullivan**

Samuel C. Sachs Professor of Electrical Engineering  
PhD, University of Notre Dame

#### Associate Dean

**Bernard J. Feldman**

PhD, Harvard University

#### Assistant Director of Student Services

**Mary E. McManus**

MEd, University of Missouri-St. Louis

## Degree Requirements

Undergraduate degrees awarded by the School of Engineering & Applied Science are divided into two groups: engineering degrees and applied science degrees. Engineering degrees are named Bachelor of Science (BS) in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Computer Science, BS in Electrical Engineering, BS in Mechanical Engineering, and BS in Systems Science & Engineering. Applied science degrees are named BS Major in Applied Science [Chemical Engineering], BS Major in Applied Science [Electrical Engineering], BS Major in Applied Science [Mechanical Engineering], BS Major in Applied Science [Systems Science & Engineering].

### Engineering Bachelor of Science Degrees

To earn any of the following engineering degrees: BS in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Electrical Engineering, BS in Mechanical Engineering, BS in Systems Science & Engineering, a student must satisfy all of the following general distribution requirements:

1. Complete the engineering Common Studies courses outlined below:
  - a. Calculus (Math 131, Math 132, Math 217, Math 233)
  - b. Physics I (Physics 117A or Physics 197) and Physics II (Physics 118A or Physics 198)
  - c. Chemistry (Chem 111A, Chem 151)  
Note 1: Some programs also require Chem 112A and Chem 152.  
Note 2: The BS in Computer Engineering program permits alternate science courses to satisfy this requirement.

Please consult with individual department program requirements.

- d. Technical Writing (Engr 310)
2. Satisfy the specific degree requirements of one of the engineering degree programs, as outlined in other sections of this *Bulletin*.
3. Satisfy the requirements listed under All Undergraduate Degrees (below).

### Applied Science Bachelor of Science Degrees

To earn any of the following degrees: BS in Applied Science [Chemical Engineering], BS in Applied Science [Electrical Engineering], BS in Applied Science [Mechanical Engineering], BS in Applied Science [Systems Science & Engineering], BS in Computer Science, a student must satisfy all of the following general distribution requirements:

1. Complete at least 120 applicable units.
2. Complete at least 48 units of the 120 in mathematics, natural sciences and engineering.
3. Complete at least 42 of the total 120 units at the 300 level or higher.
4. Satisfy the specific degree requirements of one of the applied science degree programs, as outlined in other sections of this *Bulletin*.
5. Satisfy the requirements outlined under All Undergraduate Degrees.

### All Undergraduate Degrees

To earn any undergraduate degree in the School of Engineering & Applied Science, a student must accomplish all the following:

1. Earn at least a C (2.0) cumulative grade point average in all applicable courses taken at Washington University.
2. Earn at least the minimum total number of units specified for the particular degree. All degrees require students to complete at least 120 applicable units.
3. Earn at least a C (2.0) grade point average in all engineering courses taken.
4. Satisfy all of the following residency requirements:
  - a. Complete a minimum of 30 units of 200-level or higher courses from the school, while matriculated at Washington University in a degree program. An engineering course transferring from an exchange program sanctioned by the School of Engineering & Applied Science may be counted as a school equivalent course for the purpose of satisfying this requirement.
  - b. Complete a minimum of 60 units at Washington University, while matriculated at Washington University

in a degree program. Exchange program courses sanctioned by the school may be counted toward this requirement.

- c. For students who pursue multiple engineering BS degrees, for each additional BS degree from the school, students must complete an additional 15 resident units of 200-level or higher courses from the school, which are in addition to the 30 units of 200-level or higher engineering courses that are listed in 4a above. No more than two BS degrees from the School of Engineering & Applied Science may be earned by the same student.
5. Complete the English proficiency requirement, and the humanities and social sciences requirement, of the School of Engineering & Applied Science.

## English Proficiency Requirement

Every student must demonstrate proficiency in reading and writing the English language. Students are considered proficient if they have earned one of the following scores: a 5 on the Advanced Placement English Examination of the College Board, or a score of 750 or higher on the SAT W examination, or a score of 36 on the ACT English exam, or a score of 7 on the International Baccalaureate examination. Proficiency is most commonly demonstrated by satisfactory performance on the First-Year English Composition proficiency test administered by the School of Engineering & Applied Science.

Students who do not demonstrate satisfactory proficiency on the test are required to enroll the following semester in the course or sequence of courses specified by the test's administrator. The school's English proficiency requirement is then satisfied only by a grade of C- or better in the university's College Writing 1 course (CWP 100). Courses taken at other institutions to satisfy the school's English proficiency requirement must be preapproved by the school's English proficiency coordinator. If the course is so approved, the student must pass with a grade of C- or better. College Writing 1 does not count toward the humanities and social sciences requirement of the School of Engineering & Applied Science. Waivers of the College Writing 1 requirement via the AP, SAT, ACT, IB or other proficiency exam do not carry degree credit.

The English proficiency requirement must be completed as soon as possible. Undergraduate students who have not yet satisfied this requirement must enroll in College Writing 1 (or an approved alternative course) at the first possible opportunity, commonly their first spring semester. Enrollment in English composition courses for subsequent semesters may be required until the proficiency requirement is satisfied.

Before enrolling in College Writing 1, some students may be required to complete CWP 1001 Fundamentals of Academic Writing or CWP 200 Writing Tutorial or U15 ELP 1511 Critical Reading and Analytical Writing; these courses will not be counted toward the student's degree requirements.

## Humanities and Social Sciences Requirement

To earn any bachelor's degree from the School of Engineering & Applied Science, students must complete the school's humanities and social sciences requirement:

1. Minimum units: At least 18 units of humanities and social sciences courses must be completed with passing grades. Humanities and social sciences courses, other than transfer courses, may be taken for pass/fail credit.
2. Breadth: At least 6 units of the 18 must be in the humanities and at least 6 units must be in the social sciences.
3. Upper-level: At least 3 units of the 18 units completed must be from one or more courses numbered 300 or higher.

Washington University courses labeled with the EN:H or EN:S attribute in the semester course listings will count respectively toward the humanities or social sciences requirement for engineering degrees. As a convenience, preapproved listings of humanities and social sciences courses are provided for Architecture (<http://registrar.seas.wustl.edu/EVALS/evals.asp?school=WASHINGTON%20UNIV-DESIGN%20AND%20VISUAL%20ARTS-ARCHITECTURE>), Business (<http://registrar.seas.wustl.edu/EVALS/evals.asp?school=WASHINGTON%20UNIV-BUSINESS%20COURSES%20Reviewed%20for%20H/SS>) and University College (<http://registrar.seas.wustl.edu/EVALS/evals.asp?school=WASHINGTON%20UNIV-UNIV%20COLLEGE>). In general, most if not all art courses (F10 and F20) will count toward the engineering school's humanities requirement, even if they do not have the specific EN:H designation.

Transfer courses must be approved through Engineering Student Services as acceptable transfer credit (<http://engineering.wustl.edu/current-students/student-services/Pages/transfer-course-credit.aspx>) and as applicable humanities or social sciences courses. All transfer courses must be taken for credit (not pass/fail), and students must earn a C- or better in transfer courses for the credit to transfer to the school. Grades do not transfer.

## Engineering Topics Units

Bachelor's degree programs accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>) require that the program require a minimum of one and one-half years of Engineering Topics.

One and one-half years is defined as 3/8 of the total number of units required for the particular degree, with a maximum of 48 units. The number of engineering topics units assigned to a course is the sum of the course's engineering science units and engineering design units: Engineering Topics Units = Engineering Design Units + Engineering Science Units. A course carrying Engineering Topics Units will be marked in Course

Listings (<https://courses.wustl.edu/Semester/Listing.aspx>) with the "Eng TU" attribute.

### Engineering Topics/Design Component

Engineering design is the process of devising a system, component or process to meet desired needs. It is a decision-making process (often iterative), in which the basic science and mathematics and engineering sciences are applied to convert resources optimally to meet a stated objective. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis, analysis, construction, testing and evaluation. The engineering design component of a curriculum must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design and detailed system descriptions. Further, it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact.

### Engineering Topics/Science Component

The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Such subjects include mechanics, thermodynamics, electrical and electronic circuits, materials science, transport phenomena and computer science (other than computer programming skills), along with other subjects, depending upon the discipline. While it is recognized that some subject areas may be taught from the standpoint of either the basic sciences or engineering sciences, the ultimate determination of the engineering science content is based upon the extent to which there is extension of knowledge toward creative application. In order to promote breadth, the curriculum must include at least one engineering course outside the major disciplinary area.

### Applicable Undergraduate Engineering Degree Requirements

Undergraduate engineering students are required to satisfy the engineering degree requirements that are published in the online undergraduate *Bulletin* (p. 5) in effect at the time they first enroll at the university as degree-seeking undergraduate students.

Undergraduate engineering students must complete all undergraduate degree requirements and graduate within 10 consecutive years of enrolling as degree-seeking undergraduate students at the university.

A student who does not graduate within 10 consecutive years will be required to satisfy the degree requirements that are in the most recently published online undergraduate *Bulletin* and to

retake courses identified by the chair of the department in which the student is seeking the degree.

- When a student wishes to return to complete course work and earn a degree after the 10-year time period has passed, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student re-enrolls in the School of Engineering & Applied Science as an undergraduate student seeking a degree.
- When a student has left the university and wishes to complete course work at another university to transfer back and graduate from the School of Engineering & Applied Science, and more than 10 years have elapsed since the student was first enrolled as an undergraduate engineering degree-seeking student, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student files an intent to graduate for an engineering undergraduate degree. The course work the student intends to complete and transfer back to the School of Engineering & Applied Science must be approved by the Engineering School before the student enrolls in the course work.

### Definition of Class Levels

For classification purposes, a student's undergraduate class level is defined according to the year in which they intend to graduate.

### Academic Honors & Awards

**Dean's List:** The Dean's List is composed of freshman, sophomore, junior and senior engineering students who, for the preceding semester, have achieved a 3.6 or higher grade point average based on a minimum of 12 units of applicable courses taken for grades (not pass/fail). An appropriate entry is added to their official transcripts.

No "I" (incomplete) or "N" (no grade reported) grades may be a part of the semester's record. In order to be eligible for fall Dean's List, all final grades must be posted by the first day of the spring semester. For spring semester, all final grades must be posted by the beginning of Summer Session II in order for a student to be considered.

**Latin Honors:** The Engineering Curriculum Committee has the responsibility for determining which students will receive the designations cum laude, magna cum laude and summa cum laude. The criterion for making the decision is academic achievement based on cumulative grade point average. Grade point averages are reviewed the week of Commencement, after final grades are submitted, to determine which students are awarded final honors. Latin Honors for August and December graduates are not determined until the subsequent May at which time it will be posted to the students' records.

**Valedictorians:** Valedictorians are selected from graduating seniors who entered as freshmen. Candidates must have earned

a 4.0 cumulative grade point average at Washington University with no repeated courses.

**Washington University Engineering Scholarship Program:**

The Engineering Scholarship Program enables a sponsor — an individual, a group of individuals or a company — to provide a named scholarship. The selection of students is made by the dean's office and is based on academic achievement and potential for professional attainment. There is no application process. The awards are need-based. The total amount of the financial aid package does not change, but the source of the scholarship funds is shifted to funds that have been specifically contributed to the university for that purpose.

## Academic Regulations

### Attendance

Each professor in the School of Engineering & Applied Science decides how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

### Units and Grades

A credit unit is the equivalent of one recitation or lecture hour a week for one semester, or one laboratory of two and one-half hours a week for one semester. A student's work is rated in terms of the following system of grades and grade points:

| Grade | Points per Unit        |
|-------|------------------------|
| A     | 4.0                    |
| A-    | 3.7                    |
| B+    | 3.3                    |
| B     | 3.0                    |
| B-    | 2.7                    |
| C+    | 2.3                    |
| C     | 2.0                    |
| C-    | 1.7                    |
| D+    | 1.3                    |
| D     | 1.0                    |
| D-    | 0.7                    |
| F     | 0.0                    |
| P#    | Pass                   |
| F#    | Failing                |
| I     | Course work incomplete |
| X     | No final exam taken    |
| W     | Withdrawal             |
| R     | Repeat                 |

|   |                    |
|---|--------------------|
| L | Successful audit   |
| Z | Unsuccessful audit |
| N | No grade submitted |

To graduate, a student must meet the following criteria:

1. at least a C (2.0) cumulative average and
2. at least a C (2.0) cumulative average in all engineering "E" courses taken

### Auditing a Course

A student may register for a specific course as an auditor. When a student uses the audit grading option, the student is expected to attend all course meetings. The criteria for a successful audit are determined by the course instructor, and a student should work with the instructor to ensure that these criteria are understood. Generally speaking, completion of homework and the taking of exams are not required. The grade L signifies a successful audit and the grade Z signifies an unsuccessful audit. Neither grade affects a student's grade point average, nor do the course's units contribute to the student's total cumulative degree-seeking units. Audit courses do not count toward any degree; however, audit units do count toward full-time status determination and tuition. Class attendance is required to earn the grade L; unsatisfactory attendance will result in a grade of Z. Computer science courses do not allow students with auditor status.

### Incomplete Grades

The grade I (incomplete) indicates that the work of a student has been generally acceptable but that extenuating circumstances led to certain requirements not having been met. The grade of X is recorded when a student is absent from a midterm or final examination because of illness or other unavoidable reason, provided the work has been otherwise satisfactory.

Grades of X and I must be removed no later than the close of the next full semester a student is in residence. On failure to make up an X or I, the student will not receive credit for the course, and the grade will be changed to F unless the student has been explicitly excused by the associate dean.

### Pass/Fail Option

All undergraduate engineering students are eligible to register each semester for up to 6 units on the pass/fail option, up to a maximum of 18 units attempted. Some departments require students to take certain courses pass/fail; credits in these courses do not count toward either the semester limit of 6 units or the cumulative limit of 18 units. Other than these courses, only elective courses may be taken on this option, including courses in other divisions of the university, but still contingent upon and subject to departmental requirements. Humanities, social sciences and some technical electives specifically allowed by individual engineering programs, as well as some engineering courses, both undergraduate and graduate that

are not specifically required for the student's major program, may be taken with the pass/fail option. Some programs do not allow courses, required or elective, to be taken with the pass/fail option. Graduate courses taken on the pass/fail basis cannot be transferred later for credit toward a graduate degree.

Changes from the regular grade basis to pass/fail or vice versa may not be made after the last dates specified in the current Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>). The normal regulations for withdrawal or change to auditor status also apply to pass/fail courses.

A final grade of P# (pass) will earn degree credit where applicable. A final grade of F# (fail) will not earn degree credit. Neither P# nor F# will affect the grade point average.

## Minimum and Maximum Course Loads

Undergraduate engineering students must take a minimum of 12 units of credit to be considered full-time. Students may not enroll in more than 21 units without special permission. An additional per-unit tuition charge will be assessed for any units over the 21-unit limit.

## Repeating a Course

If an Engineering student repeats a course at Washington University, only the second grade is included in the calculation of the grade point average. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only.

If an Engineering student repeats a course elsewhere (i.e., preapproved transfer course from another university), the student must take the course for credit and earn a C- or better for the units to transfer to Washington University. After an official transcript showing the final grade for the repeated course is received, the symbol R next to the first enrollment's grade indicates that the course was later retaken. The original grade will no longer figure into the student's grade point average, nor will the transfer course grade figure into the grade point average. The grade for the transfer course does not display on the student's Washington University record, but the units for the transfer course will count toward the degree program.

## Academic Probation and Suspension

A student whose work is of unsatisfactory quality is placed on academic probation and is classified as not being in good academic standing. If a student on probation doesn't improve their academic record after a reasonable time, probation is followed by dismissal. The regulations governing probation and dismissal are as follows:

1. At the close of each semester, each student's semester grade point average is computed as the total grade points earned during the semester divided by the total credit units attempted. At the same time, the cumulative grade point average is computed as the quotient of the cumulative total of grade points over the cumulative total of credit units attempted. The computations are made on the basis of the grade point scale indicated in the section on grades. Courses taken on a pass/fail basis are not included in these calculations.
2. At the close of each semester, each student's semester and cumulative grade point averages are reviewed. If either is below 2.0, the probation rules stated below apply and the student is notified of any academic probation or dismissal action.
3. At the end of a semester, any student who in the judgment of the associate dean is not making adequate academic progress is required to meet with their adviser before enrollment is allowed for the following semester.
4. A student who is dismissed may, if they desire to continue, present a written statement setting forth reasons why the student believes the situation should be reconsidered. This statement should be addressed to the Undergraduate Academic Standards Committee and forwarded via the associate dean (Lopata Hall, Room 303).

## Probation and Dismissal Rules

Probation follows any semester during which either the semester or cumulative grade point average is less than 2.0, or a student has three I (incomplete) grades at the end of a semester, or a student drops below full-time student status without the approval from their academic adviser or the associate dean for students.

A student placed on academic probation may have a "hold" placed on their record and must complete the steps below in order to have the hold removed:

1. Within two weeks of receiving a probation notification the student must contact their Engineering Student Services (Lopata Hall, Room 303) four-year adviser and schedule a meeting. The scheduled meeting must take place before the end of first week of classes for the upcoming semester.
2. Prepare a written statement with two sections. In the first section, provide a clear explanation of the circumstances that caused the grades received the previous semester. In the second section, describe the student's plan to improve grades in the future. The written statement should be sent to the four-year adviser before the scheduled meeting takes place so that the four-year adviser has an opportunity to review it before the meeting.
3. Meet with the four-year adviser at the scheduled date and time. The meeting is designed for the student to answer the question: "Are you getting appropriate help?" The four-year

adviser may recommend that routine meetings take place throughout the semester.

If applicable, the hold will be removed after the student meets with the four-year adviser.

If a student has been on academic probation twice previously, dismissal may follow the next time the student is eligible for probation.

Dismissal may result if a student becomes eligible for probation in two sequential semesters.

Dismissal may result if any course is failed twice.

Dismissal may result if a student was enrolled in credit courses and earns no degree credit at the end of a semester.

### First Academic Probation

The first time a student qualifies for probation, they are placed on "First Academic Probation." Students placed on First Academic Probation status are sent a letter informing them of this action.

### Second Academic Probation

The second time a student qualifies for probation, they are placed on "Second Academic Probation." Students placed on Second Academic Probation status are sent a letter informing them of this action.

### Special Academic Probation

Special Academic Probation means that a student was eligible for suspension but was not suspended.

### Academic Suspension

The third time a student qualifies for probation, or becomes eligible for probation the second semester in a row, or fails the same course twice, or was enrolled in credit courses and earns no degree credit at the end of a semester, they are dismissed from the university. Students placed on academic suspension status are sent a letter informing them of the suspension action. Students who wish to appeal are instructed to prepare a written statement that informs the Academic Standards Committee of the decision to appeal and respond to two questions: explain why the unsatisfactory academic performance occurred, and, if allowed to return, what would be done differently by the student. The student must then attend an appeal hearing. The student's academic record, written appeal and any other factors the student may wish to discuss are considered by the committee. When the discussion ends, the student leaves the hearing room, and the committee immediately makes a decision regarding the student's appeal. Engineering Student Services then informs the student of the committee's decision. The committee's decision is final (no other appeals are possible). If the appeal is successful, the student is placed on Special Academic Probation and the student is allowed to enroll in classes.

If a student is placed on academic suspension status and chooses not to appeal, or appeals and the appeal is denied, the

student is not allowed to enroll in any classes in any division at Washington University. A student placed on academic suspension is classified as not being in good academic standing. If a suspended student would like to return to the university at a future time, the student must apply for reinstatement to the School of Engineering & Applied Science.

### Satisfactory Academic Progress and Title IV Financial Aid

Federal regulations require that students receiving federal Title IV financial aid maintain satisfactory academic progress (SAP). SAP is evaluated annually at the end of the spring semester. In order to be considered to be maintaining SAP, and thus be eligible for federal financial aid, a student must maintain minimum requirements for cumulative grade point average (2.0) and pace (credit earned for at least 67 percent of the credits attempted). The degree must also be completed within the maximum time frame allowed for the program (no more than 180 credits). Students who are not maintaining progress will be notified by Engineering Student Services and — barring an approved appeal — are ineligible for aid for future semesters.

Additional information about SAP is available from Student Financial Services (<https://sfs.wustl.edu/resources/Pages/Satisfactory-Academic-Progress.aspx>).

### Full-Time and Part-Time Enrollment

Undergraduate degree programs are full-time programs. All students designated with full-time status will automatically be charged the full-time tuition. Part-time enrollment is not allowed unless serious documented health problems prevent a student from being enrolled full-time.

Part-time enrollment and partial tuition charges are allowed for seniors who must enroll for an extra semester. For students who enroll as freshmen, this status is allowed after their eighth semester. For dual degree students, part-time status is allowed after their fourth semester. (Note: Summer semesters are not counted as an academic semester.) Part-time students take 1 to 11 units and are charged for part-time tuition, along with the standard undergraduate fees. Scholarship support is not normally available for part-time students.

**Special Note to senior-level undergraduate students:** Senior-level students (those in their eighth semester) will automatically be designated as having full-time enrollment status if taking 6 or more units.

### Leaves of Absence

Engineering students may petition to take a leave of absence. On a leave of absence, students in good standing are assured re-enrollment within the next two years. Before returning, the student is to notify the School of Engineering & Applied Science and submit a Reinstatement Form at least six weeks prior to

the beginning of the appropriate term. A student wishing to take a medical leave of absence must have a recommendation for the medical leave of absence from Student Health Services submitted to the appropriate dean in the School of Engineering & Applied Science prior to leaving and prior to re-enrollment. The dean will decide whether or not to grant the request for the medical leave of absence and re-enrollment upon reviewing the recommendations from the Student Health Services and the student's file.

## Transfer Credit

A student must get prior approval before taking a course at another university. After completing the course, the student must have an official copy of the transcript sent to the School of Engineering & Applied Science for evaluation. If the credit is accepted, the course will show on the transcript with the units, but not the grade. Only units of credit for courses with a grade of C- or better will transfer. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity policy. The transfer course approval process is outlined on the School of Engineering's website (<http://engineering.wustl.edu/current-students/student-services/Pages/transfer-course-credit.aspx>).

## University College Courses

Engineering students may only enroll in a limited number of University College courses that have been preapproved by the Engineering Undergraduate Studies Committee. The approved courses listed below will display on official transcripts, and the course units will count toward engineering degree requirements, but the grade will not be calculated in grade point averages. Approved courses must be taken for letter grade, and students must earn a minimum grade of C- for the course units to count toward engineering degree requirements.

Current approved courses, which may be needed by students seeking admission into medical school, include:

- U29 Bio 204 Nutrition
- U29 Bio 322 Introduction to Anatomy and Physiology I
- U29 Bio 406 Introduction to Biochemistry
- U29 Bio 4170 Endocrine Physiology
- U29 Bio 4241 Immunology

Students who are required to do so may enroll in the courses listed below; these courses will display on official transcripts but the course units will not count toward engineering degree requirements:

- U15 ELP 1511 Critical Reading and Analytical Writing
- U15 ELP 199 Language Support for English Composition

Undergraduate engineering students in their final year of study may enroll in one University College course (not listed

above) each semester. These course units will not count toward graduation requirements.

## Military Training

Army and Air Force ROTC programs are available at Washington University.

A student in the School of Engineering & Applied Science who takes an ROTC course will have the course name, number, credit units and grade entered on the official transcript. If the course is numbered 100-299, the course's units and grade will not apply toward the student's degree requirements; if the course is numbered 300-499 and the grade is D- or better, the course's units will apply toward the student's degree requirements (as a free elective) and the grade will be counted in the student's cumulative and semester grade point average. Credit may be awarded for no more than one course per semester for a maximum of 16 units.

Course descriptions for Air Force ROTC (p. 1043) and Army ROTC (p. 1043) can be found in the appropriate sections of this *Bulletin*.

## Physical Education

Students in the School of Engineering & Applied Science may enroll in physical education courses, and the units will count toward the 120 units needed for graduation.

## Administration

**Dean's Office**  
314-935-6350

**Department of Biomedical Engineering**  
314-935-6164

**Department of Computer Science & Engineering**  
314-935-6160

**Department of Electrical & Systems Engineering**  
314-935-5565

**Department of Energy, Environmental & Chemical Engineering**  
314-935-5548

**Department of Mechanical Engineering & Materials Science**  
314-935-6047

**Engineering Information Technology**  
314-935-5097

**Engineering Student Services**  
314-935-6100

**Graduate Studies - Sever Institute**  
314-935-5484

## Majors (directory)

Below is a list of majors offered by the School of Engineering & Applied Science. Visit the following sections of this *Bulletin* to view more information about a specific major. Students must log into WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) and select the Major Programs link under Academics to switch their major program within Engineering or to declare a second major or minor online.

- Applied Science (Chemical Engineering) (p. 1001)
- Applied Science (Electrical Engineering) (p. 976)
- Applied Science (Mechanical Engineering) (p. 1017)
- Applied Science (Systems Science & Engineering) (p. 976)
- Biomedical Engineering (p. 943)
- Chemical Engineering (p. 1001)
- Computer Engineering (p. 959)
- Computer Science (p. 959)
- Electrical Engineering (p. 976)
- Individually Designed Major (p. 936)
- Mechanical Engineering (p. 1017)
- Systems Science & Engineering (p. 976)
- Second Major in Computer Science (p. 959)
- Second Major in Electrical Engineering Science (p. 976)
- Second Major in Financial Engineering (p. 976)
- Second Major in Systems Science (p. 976)
- Electrical Engineering (p. 982)
- Energy Engineering (p. 1002)
- Environmental Engineering Science (p. 1002)
- Materials Science & Engineering (p. 1018)
- Mechanical Engineering (p. 1018)
- Mechatronics (p. 1018)
- Nanoscale Science & Engineering (p. 1002)
- Robotics (p. 1018)
- Systems Science & Engineering (p. 982)

## Minors (directory)

### Residency Rule for Engineering Minors

No more than 6 units of credit transferred from another institution (outside Washington University) can be used to meet the requirements of any minor offered by the School of Engineering & Applied Science. The remaining units (up to the amount required for the minor) must be applicable units from Washington University. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

### Minors

Below is a list of minors offered by the School of Engineering & Applied Science. Visit the following sections of this *Bulletin* to view more information about a specific minor. Students must log into WebSTAC (<https://acadinfo.wustl.edu/WebSTAC.asp>) and select the Major Programs link under Academics to declare a minor online.

- Aerospace Engineering (p. 1018)
- Applied Physics & Electrical Engineering (p. 982)
- Bioinformatics (p. 961)
- Computer Science (p. 961)

## Interdisciplinary Opportunities

Washington University offers courses through Interdisciplinary Programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside the schools.

- Courses in the Gephardt Institute for Civic and Community Engagement (p. 1041) are all cross-listed with specific schools and departments.
- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri–St. Louis is available through the Inter-University Exchange Program (p. 1042).
- ROTC (p. 1043) courses are offered in conjunction with the U.S. Air Force and U.S. Army.
- The Skandalaris Center (p. 1046) offers co-curricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.

## Gephardt Institute for Civic and Community Engagement

Community-Engaged Teaching (CET) is embraced by schools and departments across Washington University.

Sometimes referred to as service-learning, these courses combine community engagement with academic course work, and integrate classroom theory with practice in the real world.

We have identified over 75 undergraduate- and graduate-level courses for academic year 2017-2018, enhanced by community-engaged teaching and learning at Washington University. These courses enable students of all disciplines, from business to art, to engage communities in service, projects and/or observation, while applying their learning in a real life context.

To nurture growth in this area, the Gephardt Institute for Civic and Community Engagement offers technical assistance, community partnership facilitation, and capacity-building grants through the Civic Engagement Fund.

**Contact:** Matthew Bakko  
**Phone:** 314-935-8628  
**Email:** [gephardt@wustl.edu](mailto:gephardt@wustl.edu)  
**Website:** <http://gephardt@wustl.edu>

## Courses

The following list includes only CET courses open to undergraduate students. For complete descriptions, a list of credit-bearing programs, and courses in the graduate

schools, please visit the Gephardt Institute website (<http://gephardt@wustl.edu/cec>).

### College of Arts & Sciences

| Code          | Title   | Units             |
|---------------|---|-------------------|
| AFAS 103D     | Beginning Swahili I   | 5                 |
| AFAS 104D     | Beginning Swahili II  | 5                 |
| AFAS 203D     | Intermediate Swahili III  | 3                 |
| AFAS 204D     | Intermediate Swahili IV   | 3                 |
| AMCS 316F     | Rediscovering the Child:<br>Interdisciplinary Workshops in an<br>Urban Middle School                  | 3                 |
| AMCS 3202     | Civic Scholars Program Semester<br>One: Self Awareness, Civic Life, and<br>Citizenship                | 2                 |
| AMCS 3203     | Civic Scholars Program Semester<br>Two: Civic Engagement in Action                                    | 2                 |
| L98 AMCS 4202 | Civic Scholars Program Semester<br>Three: Application and Integration of<br>Civic Projects and Values | 1                 |
| AMCS 4203     | Civic Scholars Program Semester<br>Four: Civic Engagement across the<br>Lifespan                      | 1                 |
| Anthro 141    | Medicine and Society  | 3                 |
| Anthro 142    | Medicine and Society  | 3                 |
| Comp Lit 394  | Worldwide Translation: Language,<br>Culture, Technology   | 3                 |
| Educ 4841     | Elementary Methods Field Experience   | 2                 |
| EnSt 405      | Sustainability Exchange: Community<br>and University Practicums                                       | 3                 |
| EnSt 406      | Urban Ecosystem Principles<br>Integration   | 3                 |
| EnSt 539      | Interdisciplinary Environmental Clinic  | var.;<br>max<br>6 |
| IAS 4224      | The 1904 St. Louis World's Fair:<br>German and Austrian Art Exhibited                                 | 3                 |
| Psych 225     | Internship in Psychology  | 3                 |
| Psych 235     | Practicum in Applied Behavior<br>Analysis: Autism Spectrum Disorder                                   | 3                 |
| Re St 407     | Solidarity and Silence: Religious<br>Strategies in the Political Sphere                               | 3                 |
| WGSS 3133     | Service Learning: Feminist and Queer<br>Youth Studies   | 4                 |
| WGSS 3171     | Service Learning: Women and Prison  | 4                 |
| WGSS 3173     | Service Learning: Documenting the<br>Queer Past in St. Louis  | 4                 |
| WGSS 3942     | Service Learning: Projects in<br>Domestic Violence  | 4                 |

## Olin Business School

| Code     | Title   | Units |
|----------|---|-------|
| MGT 201  | Management Communication  | 3     |
| MGT 424  | Business Planning for New Enterprises (The Hatchery) (or MGT 524) | 3     |
| MGT 501  | Management Center Practicum                                       | 3     |
| MGT 520  | Taylor Community Consulting Project                               | 1.5   |
| MGT 550X | CEL Entrepreneur Consulting Team                                  | 3     |

## Sam Fox School of Design & Visual Arts

| Code  | Title   | Units |
|---|---|-------|
| XCORE 307   | Community Building  | 3     |
| XCORE 336   | Urban Books   | 3     |
| XCORE 344   | Digital Filmmaking: City Stories  | 3     |
| XCORE 386X  | Public Practice   | 3     |
| ARCH 209  | Design Process  | 3     |
| ARCH 308X   | Community Building North  | 3     |
| ARCH 350  | Service Learning Course: Environmental Issues   | 3     |
| ARCH 404E   | Design: Urban Ecosystem Principles Integration  | 3     |
| ARCH 457B   | Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis  | 3     |
| ARCH 486A   | NOMA National Design Competition  | 3     |
| ARCH 490  | Architecture Service Learning Practicum (The Alberti Program)                                   | 2     |
| ARCH 490A   | Explore and Contribute: Collaboration between Washington University and Henry Elementary School | 3     |
| ARCH 563L   | Design as a Social Practice: Community Practice in Pagedale                                     | 3     |
| MUD 5078  | Developing Sustainable Urban Communities  | 3     |
| MUD 5079  | Community Development & American Cities   | 3     |
| MUD 564A  | Urban Development Seminar   | 3     |
| InterD 405  | Sustainability Exchange: Community and University Practicums                                    | 3     |
| <b>F10 Art: Art foundation and major studio courses</b> |   |       |
| ART 315B  | Printmaking: Art Practice   | 3     |
| ART 372B  | Content to Cover: the Design of Books   | 3     |
| ART 435M  | Special Topics in Communication Design: Design for Social Impact                                | 3     |
| ART 436A  | Visual Journalism and Reportage Drawing   | 3     |

## F20 Art: Art elective courses

|          |   |   |
|----------|---|---|
| ART 323F | Special Topics in Fashion Design (Fashion Design: Collaboration Studio) | 3 |
| ART 339I | Radical Design: Making Civic Experiences                                | 3 |
| ART 3843 | Filming the Black Freedom Struggle in St. Louis                         | 3 |
| ART 436A | Interaction Design: Understanding Health and Well-Being                 | 3 |

## School of Engineering & Applied Science

| Code      | Title  | Units |
|-----------|--|-------|
| Engr 310  | Technical Writing  | 3     |
| Engr 450F | Urban Sustainability Challenges through the Lens of Engineering Ethics, Leadership and Conflict Mngt | 3     |

## University College

| Code   | Title               | Units |
|--------|---------------------|-------|
| IS 366 | Global Human Rights | 3     |

## Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University and the University of Missouri-St. Louis began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education; however, the basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that **do not participate** in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, University College and the Summer School. The Washington University schools that are open to participation in the Inter-University Exchange program may have specific limitations or requirements on participation; details are available in those offices.

**The following provisions apply to all course work taken by Washington University students attending Saint Louis University or the University of Missouri-St. Louis through the Inter-University Exchange program:**

- Such courses can be used in the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward GPA, units, and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department adviser, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.
- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE course work on another campus. However, students are responsible for any/all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

## Instructions

Washington University students must be enrolled full-time in order to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the Inter-University Exchange application form. Forms are available from the Office of the University Registrar and on its website (link below).
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class (or department chair) at SLU or UMSL, preferably in person.
4. The student also must obtain approval signatures of their major adviser at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student

does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

**Contact:** Office of the University Registrar  
**Phone:** 314-935-5959  
**Email:** registrar@wustl.edu  
**Website:** <http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program>

## Reserve Officers Training Corps (ROTC)

- Air Force ROTC — Aerospace Studies (p. 1043)
- Army ROTC (p. 1044)

## Air Force ROTC — Aerospace Studies

### Professor

**Chad D. McAdams**  
Lieutenant Colonel, U.S.A.F.

**Military Aerospace Science.** Our Core Values: Integrity First, Service Before Self, Excellence In All We Do. Air Force operations are currently conducted in the technologically demanding environments of air, space and cyberspace.

AFROTC is a four-year officer development program, producing the leaders of tomorrow's Air Force. The program's purpose is to train and develop outstanding college students to earn commissions as U.S. Air Force Officers. Numerous Washington University students have participated in Air Force ROTC and gone on to distinguish themselves as Air Force aviators, engineers, physicians and astronauts.

In AFROTC, Washington University students have the opportunity to be challenged within a unique leadership environment, with the potential to earn a commission as a second lieutenant. Participation in Air Force ROTC is available to freshman and possibly sophomore Washington University students and will not obligate a student to serve in the U.S. Air Force.

Air Force ROTC attracts the very best and brightest college students. The categorization of officer candidates within Air Force ROTC is based upon competitive selection criteria.

For more information, contact the AFROTC Detachment 207 in St. Louis at 314-977-8227 or from our website (<http://www.slu.edu/organizations/afrotc>); or 888-4-AFROTC or from the AFROTC website (<http://www.afrotc.com>).

For AFROTC scholarship information, refer to the Scholarship Funds section (p. 30) of this *Bulletin*.

## Army ROTC

**Military Science.** Army ROTC is a program designed to develop leaders for life. In doing so, it develops leadership, management and training skills regardless of a student's career plans. Those who successfully complete the program earn a commission as a second lieutenant in the U.S. Army, Army Reserve or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are available in which students develop confidence, self-esteem and motivation. The intent is to develop and refine a student's leadership traits and skills to enable their future success. Instruction also includes the role of the military in national defense strategy. The number of ROTC credits that may be counted toward graduation requirements depends upon the student's program of study. ROTC students should consult with their academic adviser to determine if or how ROTC course work satisfies graduation requirements. Once a student accepts a scholarship or enters the advanced courses (300 and 400 levels), they incur a military obligation.

For more information, write to: Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112, or call 314-935-5521, or visit the Washington University Army ROTC website (<http://rotc.wustl.edu>), or contact the Army ROTC Scholarships and Enrollment Officer, Mr. Lee Rodriguez ([lee.e.rodriguez@wustl.edu](mailto:lee.e.rodriguez@wustl.edu)).

For Army ROTC scholarship information, refer to the Scholarship Funds section (p. 30) of this *Bulletin*.

## Courses

- Air Force ROTC — Aerospace Studies (p. 1043)
- Army ROTC (p. 1045)

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## Air Force ROTC — Aerospace Studies

Visit online course listings to view semester offerings for 102 MAIR (<https://courses.wustl.edu/CourseInfo.aspx?sch=l&dept=l02&crslvl=1:4>).

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### 102 MAIR 101 Foundations of the United States Air Force I

A survey course designed to introduce students to the U.S. Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets, and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the U.S. Air Force and the opportunities available as an officer.

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### 102 MAIR 102 Foundations of the United States Air Force II

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing students with followership experiences and prepares them for field training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

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### 102 MAIR 201 Evolution of USAF Air and Space Power I

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing cadets with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

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### 102 MAIR 202 Evolution of USAF Air and Space Power II

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing them with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 101 through MAIR 202) are basic courses designed to acquaint cadets with the United States Air Force and the opportunities available as an officer.

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### 102 MAIR 301 Air Force Leadership Studies, Principles of Leadership and Management I

This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced

courses designed to improve communication and management skills required of Air Force officers.

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**I02 MAIR 302 Air Force Leadership Studies, Principles of Leadership and Management II**

This course continues the study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

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**I02 MAIR 401 National Security Studies and Preparation for Active Duty I**

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

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**I02 MAIR 402 National Security Studies and Preparation for Active Duty II**

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (MAIR 301 through MAIR 402) are advanced courses designed to improve communication and management skills required of Air Force officers.

EN: S

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**Army ROTC**

Visit online course listings to view semester offerings for I25 MILS (<https://courses.wustl.edu/CourseInfo.aspx?sch=I&dept=I25&crslvl=1:4>).

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**I25 MILS 101C Introduction to Leadership I**

Students examine the challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the U.S. Army profession. MILS 101C is open to all students, and enrollment does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 2 units display on their transcripts; however, the units will not count toward their degree program.

Credit 2 units.

---

**I25 MILS 102C Introduction to Leadership II**

Students investigate leadership fundamentals such as problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Students also learn fundamental military concepts and explore the Army's leadership philosophy. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises. MILS 102C is open to all students, and enrollment does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 2 units display on their transcripts; however, the units will not count toward their degree program.

Credit 2 units.

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**I25 MILS 201C Innovative Team Leadership**

Students explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and leadership theories. The course continues to build on developing knowledge of leadership attributes and core leader competencies through the understanding of Army rank, structure and duties as well as broadening knowledge of land navigation and squad tactics. Enrollment in MILS 201C does not require a commitment to join the U.S. Army. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program.

Credit 3 units.

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**I25 MILS 202C Foundations of Tactical Leadership**

Students develop greater self-awareness as they assess their leadership styles and practice communication and team building skills. Students examine and practice the challenges of leading teams in complex operational environments, and study dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Enrollment in MILS 202C does not require a commitment to join the U.S. Army. Engineering

students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

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#### **125 MILS 301C Adaptive Team Leadership**

This is an academically challenging course where students study, practice, and apply the fundamentals of leadership; Army values and ethics; and small unit tactics using the service learning model in leadership labs and assigned leadership roles. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities as well as their physical fitness and ability to manage stress. At the conclusion of this course students will be capable of planning, coordinating, navigating, motivating and leading a squad in the execution of tactical missions during classroom practical exercises, leadership labs, and during military situational training exercises in field environments. Prerequisite for this course is the successful completion of MILS 101C through 202C; or attendance at the Army ROTC Basic Camp. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

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#### **125 MILS 302C Applied Team Leadership**

Students continue to learn and apply the fundamentals of Army leadership, officership, Army values and ethics as they hone their leadership abilities in a variety of environments including classroom instruction, leadership labs, and assigned leadership roles while utilizing the service learning model. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of tactical missions during classroom practical exercises, leadership labs, and during military situational training exercises in field environments. Successful completion of MILS 302C helps prepare students for success at the Army ROTC Advanced Camp which cadets attend during the summer at Fort Knox, Kentucky. Cadets receive systematic and specific feedback on their leadership attributes, values and core leader competencies from instructors, other ROTC cadre, and senior cadets. Prerequisite for this course is the successful completion of MILS 301C. Engineering students may petition Engineering Student Services (Lopata Hall, Room 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

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#### **125 MILS 401C Adaptive Leadership**

The MILS 401C course transitions the focus of student learning from being trained, mentored and evaluated as a military science 3 cadet to learning how to train, mentor and evaluate underclass cadets. This course focuses on practical application using the service learning model to gain knowledge of adaptive leadership. Students are assigned key battalion leadership roles and are responsible for the daily operation, assessment, and development of the cadet battalion. Throughout the semester, students will learn the duties and responsibilities of an Army staff officer, apply the principles of training and management, utilize the military decision making process, design and employ a comprehensive fitness program, mentor underclass cadets, and use effective verbal and written communication. Students will study ethics, the law of war, risk management, counseling, and

the Army officer's role in the Uniform Code of Military Justice. Cadets will also learn about the special trust reposed to Army Officers by the U.S. Constitution — a special confidence given to no other civilian profession. Prerequisite for this course is the successful completion of the ROTC Advanced Camp or permission of the professor of military science. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units.

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#### **125 MILS 402C Leadership in a Complex World**

This course builds on the lessons of MILS 401C. Students will continue to use the service learning model to gain leadership experience and knowledge while serving in assigned key battalion leadership roles and will be responsible for the daily operation and development of the cadet battalion. MILS 402C explores the dynamics of leading soldiers in full spectrum operations in the current operating environment. Students examine military customs and courtesies, military law, principles of war, and rules of engagement in a complex environment against an adaptive enemy. Students will also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Military science 4 cadets will develop and present a battle analysis and participate in a Staff Ride to Pilot Knob, an historic military site. The course also places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies and exercise scenarios to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Prerequisite for this course is the successful completion of MILS 401C or permission of the professor of military science. Engineering students may petition Engineering Student Services (Lopata Hall 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program. Credit 3 units. EN: S

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#### **125 MILS 403 Advanced Military Science**

A practical application of adaptive leadership. Throughout the semester, students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamentals of principles of training, training management, the Army writing style, and the military decision making to weekly training meetings. During weekly training meetings, students will plan, execute, and assess ROTC training and recruiting events.

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## **Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship**

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship (<http://skandalaris.wustl.edu>) is the place on campus *Where Creative Minds Connect*.

### **Mission**

At the Skandalaris Center, we provide **entrepreneurial resources** to those who **think differently** at Washington University, within St. Louis, and beyond.

## Who We Serve

Our initiatives serve all students, alumni, faculty, staff and the community. We call this the **SC Network**.

## Our Pursuits

Our initiatives are divided into three parts:

1. **Get Connected** (p. 1047)
2. **Get Trained** (p. 1047)
3. **Get Funded** (p. 1047)

### Get Connected

We are building the largest online community of Washington University talent, called ConNEXT (<http://skandalaris.wustl.edu/connext>). ConNEXT is a networking tool for sharing ideas, exchanging skills, and finding mentors and mentees.

ConNEXT is a resource for those who:

- Need someone else's help
- Have a skill to offer
- Want to be a mentor
- Want to find a mentor

Join the community via our website (<http://skandalaris.wustl.edu/connext>) or fill out our connection form (<https://skandalaris.wustl.edu/stay-connected-with-skandalaris>) to join the newsletter and learn about ways to get involved.

### Get Trained

The Skandalaris Center offers co-curricular programs to serve students, alumni, faculty, staff and the community in their entrepreneurial needs. These programs provide real-world, practical training opportunities.

1. **Pre-Orientation: Startup (W)U** (<http://skandalaris.wustl.edu/training/preorientation>)  
Startup (W)U is the Skandalaris Center's pre-orientation program for incoming first-year students. The program takes place each year on the Sunday-Thursday in August before Orientation and the start of classes. It allows innovative thinkers and students with an idea to be active in entrepreneurship and get to know the Skandalaris Center and St. Louis startup community as soon as they arrive on campus.  
Students from all majors are welcome and will experience the journey from idea to venture.
2. **Summer Entrepreneurial Internship Program** (<http://skandalaris.wustl.edu/training/internship>)  
This 10-week summer program offers undergraduate students in any school the opportunity to experience entrepreneurship in a real-world setting through a paid internship at an early stage startup. Students work at their ventures Monday through Thursday; then on Fridays, they

participate in unique activities including site visits to startups, panel discussions, and visits to St. Louis neighborhoods.

3. **Student Entrepreneurial Program (StEP)** (<http://skandalaris.wustl.edu/training/step>)  
StEP provides a unique opportunity for students to own a business on- or off-campus. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.
4. **Workshops** (<http://skandalaris.wustl.edu/training/workshops>)  
We offer free, noncredit workshops designed to encourage ideation, develop skills and advance ideas. Workshops are held on both campuses, targeted toward various audiences. We recommend, but do not require, that participants attend all sessions, and have found that the workshops help competitors improve their deliverables.  
**Evidence-Based Entrepreneurship** is designed to transform students and faculty from any school into capable innovators and entrepreneurs through seven contiguous sessions.  
**Washington University Startup Training Lab (WU-STL)** is a free, year-long series that serves as a comprehensive introduction to innovation and entrepreneurship. Open to the community.
5. **Hatchery** (<http://skandalaris.wustl.edu/training/hatchery>)  
Various schools at Washington University offer entrepreneurial training for credit. One such course is The Hatchery (Business Planning for New Enterprises). It is offered by the Olin Business School in both the fall and spring semesters and is open to all students at the university.  
Students form teams around a commercial or social venture idea proposed by a student or community entrepreneur. The deliverables for the course include two presentations to a panel of judges and a complete business plan. The deliverables in the course are similar to the deliverables in the Skandalaris Center's business plan competitions and can be a valuable first step toward competitions and funding for a new venture.

### Get Funded

We host several competitions each year that provide funding to social and commercial ventures. Each of these is an annual competition.

**The Skandalaris Center Cup (SC Cup)** (<http://skandalaris.wustl.edu/funding/sc-cup>)

- The SC Cup awards student-funded, for-profit ventures.
- **Who Can Apply:** Washington University students and postdocs
- **Award:** Up to \$5K, six months of mentorship

**Social Enterprise and Innovation Competition (SEIC)** (<http://seic.wustl.edu>)

- SEIC awards socially focused for-profit and nonprofit ventures. Teams are funded by community donors and foundations.
- **Who Can Apply:** Anyone (no Washington University affiliation required)
- **Award:** Award amounts vary

**Washington University Patent Challenge** - (<http://skandalaris.wustl.edu/funding/washu-patent-challenge>) **New!**

- Translate real, high-level Washington University patents into everyday English, and then apply the technology to an innovative, commercializable use (no licensing options available, strictly educational).
- **Who Can Apply:** Washington University students and postdocs
- **Award:** \$10K in awards (\$5K to undergraduate teams, \$5K to graduate and postdoc teams)

**Suren G. Dutia and Jas K. Grewal Global Impact Award (GIA)** (<http://skandalaris.wustl.edu/funding/global-impact-award>)

- This awards scalable, impactful, quick-to-market Washington University startups.
- **Who Can Apply:** Washington University students and recent alumni
- **Award:** Up to \$50K

## Learn More

Please contact the Skandalaris Center (<https://skandalaris.wustl.edu/contact-us>) for additional information about all programs. We're excited to hear from you!

**Contact:** Jessica Stanko  
**Phone:** 314-935-9134  
**Email:** [sc@wustl.edu](mailto:sc@wustl.edu)  
**Website:** <http://skandalaris.wustl.edu>

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